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Perceptions of New Adjuncts on the Optional Professional Development at University Of California, Los Angeles Extension

by

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ABSTRACT

This mixed-methods study explored perceptions of new adjuncts on various trainings with regards to satisfying their professional and aspirational needs. Three trainings were offered in fall 2018 quarter as optional professional development: workshop, and two roundtable sessions. These trainings assisted adjuncts with their teaching skills, educational technology and pedagogy. Guidance was provided from experienced adjuncts and staff.

Surveys and interviews with adjuncts, along with a focus group with staff were the sources of data for this study. A repeated measures Analysis of Covariance (ANCOVA) model was utilized. Analysis of data showed that there was a positive and statistical significance of change in perceptions of adjuncts who participated in all trainings towards fulfilling their needs, as compared to those who did not participate in any trainings. Adjuncts perceived an improvement in their professional growth based on Herzberg's motivation-hygiene theory and the trainings also fulfilled their higher-level growth needs based on Maslow's hierarchical needs theory. A large practical significance was also found which measures the practical impact of such trainings at local communities of practice.

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INTRODUCTION

What started as an unusual request from students at University of California in 1870, in the form of extra-curricular activities eventually led to the Board of Regents establishing University Extension to provide continuing education courses for working professionals in Los Angeles metro area. It was officially founded in 1917 as a financially self-supporting institution of the University of California system and is now one of the nation's oldest, largest and most comprehensive continuing education providers. University of California, Los Angeles Extension (UCLA Extension) was originally located in downtown Los Angeles to cater to the rising needs of the booming Hollywood industry and offered 97 classes with an enrollment of 1,684 students. UCLA Extension utilized education to reinvigorate southern California's wartime industries by offering innovative, demand-driven classes for engineers during World War II. UCLA Extension used education as a tool to further gender equality in Los Angeles society during the 1960s. Classes on engineering and other workforce related areas were offered to both men and women in the 1960s which helped women transition into the workforce. It became a pioneer in distance education by offering courses through the internet in late 1990s.

Today, UCLA Extension has seven academic departments - American Language Center, the Arts, the Custom Programs, Education, Engineering, Humanities & Sciences, and Business, Management & Legal Programs. A wide variety of 5,000 open-enrollment courses are offered in various modes - online, face-to-face, hybrid and web-enhanced classes. Such courses span disciplines from journalism, real estate to mathematics and computer science. While most of the face-to-face courses are offered at the main UCLA campus in Westwood, new campuses were recently established at Woodland Hills and Downtown Los Angeles areas. UCLA Extension has

four quarters in an academic year, offering courses throughout fall, winter, spring and summer quarters. Over 180 certificate programs are being offered as of the current 2017-2018 academic year. This current academic year, over 40,000 students are enrolled in courses offered by UCLA Extension. Celebrating the past 100 years, the motto is to promote "lifelong learning" by constantly innovating in education (Mission Values, n.d.). Its vision is "To engage the power of education to transform lives, businesses, and communities worldwide" (Mission Values, n.d.). The mission of UCLA Extension is "To create extraordinary learning experiences for adults of all ages" (Mission Values, n.d.).

National Context

A majority of higher educational institutions in 1969 employed up to 80.0% of their faculty on a tenured or tenure-track basis (Kezar & Maxey, 2013). During the same decade, more than 60.0% of faculty across all institutions in the University of California system were either tenure-track or tenured. As recently as last year (2017), almost half of faculty employed by community colleges and universities are employed on a part time basis (Magness, 2017). A similar trend was observed in University of California system as well. As of this year, almost 95.0% of faculty at UCLA Extension are adjuncts. Nationwide part-time instructors, commonly known as adjunct faculty, are only hired on a semester-to-semester basis with no implications for tenure or future employment. Adjunct faculty are paid by the course and are not offered any benefits. The national average is about $2,700 per course (Kirshstein, 2015), meaning that many adjuncts teach to supplement their income or teach multiple courses at multiple institutions. As stated in Background Facts on Contingent Faculty (2016), adjuncts often commute between institutions and prepare courses on a grueling timetable.

Current Local Context

All the courses at UCLA Extension are taught exclusively by adjuncts. Face-to-face and hybrid courses are taught by adjuncts who currently reside in the greater Los Angeles area. To teach an online course, recruitment is done around the globe. UCLA Extension employs over 2,500 adjuncts to teach courses throughout all the departments. Adjunct positions are part-time in nature and are hired on a temporary basis at UCLA Extension. Adjunct contracts are on a quarterly basis and are not guaranteed to be renewed.

The adjunct population has wide ranging expertise in teaching. All adjuncts are required to possess an advanced degree in their field of teaching. A minimum of a master's degree in a related field is required to teach freshman and sophomore college-level courses. In addition to this, adjuncts need to possess at least two years of college level teaching to teach freshman and sophomore level health science courses. However, to teach junior and senior college-level courses, a doctoral degree in a related field is required. Some have experience teaching on a part-time basis at other higher educational institutions such as local community colleges. There were also adjuncts who have extensive experience teaching similar courses along with significant amount of practice in building new courses at other institutions. At the same time, there were quite a few who are teaching for the first time.

The adjunct population in my study were different from traditional universities and colleges with diversity in terms of ethnicity and gender. Nationally, a majority of adjuncts are an equal split between male and female, and between Caucasian and other races (Kirshtein, 2015). For fall of 2018 when new adjuncts participated in my innovation, the majority of adjuncts were Caucasian males. The new adjuncts who did not participate in my innovation also had similar demographics with a majority being Caucasian male. Another demographic that was distinctly

different was the employment status of adjuncts. Across the nation, a vast majority of adjuncts held multiple part-time teaching jobs at different universities. At Extension, the adjuncts who were hired did not possess any other part-time positions. A majority of them held full-time positions and were teaching to supplement their professions.

At UCLA Extension, all employees were required to complete the university-wide mandated trainings on cyber-security awareness, ethical issues, and sexual harassment prevention. At UCLA Extension, newly hired adjuncts were enrolled in an online mandatory training workshop regarding Canvas©. Canvas© is a learning management system used by most courses offered at UCLA Extension. The training was self-paced and covered how to create a syllabus, learning modules and content on Canvas©. This was supposed to help adjuncts set up their course materials for the upcoming quarter. This was the only form of mandatory training in which adjuncts participated. However, these trainings did not offer any intensive pedagogical aspects to prepare adjuncts for the upcoming quarter. Also, all these trainings were completely online and did not require any interaction with other adjuncts and staff members. Such trainings also did not familiarize new employees with the workplace. Several studies (Boord, 2010; Bowers, 2013; Hurley, 2006; Rouche et al., 1995) highlight the importance of professional development for adjuncts in not only boosting the morale of adjuncts, but also how it benefits their workplace. By offering optional professional development and measuring its impact on adjuncts, I was able to make a case that additional optional sessions were indeed beneficial in my setting.

Problem of Practice

Issues surrounding part-time adjuncts formed the basis of my research interest since I enrolled in the EdD program in 2016. During the 2016-2017 academic year, I was a program

manager at the College of Integrative Sciences and Arts at Arizona State University- Downtown Phoenix campus. In 2017, I conducted a preliminary research to uncover the issues and concerns of adjuncts. I conducted qualitative analysis in the form of interviews. Were adjuncts satisfied with work conditions and administrative support? I found the key concepts emerging from conducting interviews with ten adjunct faculty members as (a) dissatisfaction with compensation and lack of benefits, (b) desire for some form of a robust pedagogical training before the start of a semester, and (c) dissatisfaction with lack of current training support.

The interviews shed light on the issues and concerns facing adjunct faculty at College of Integrative Sciences and Arts. As part of the growing movement across the nation, adjuncts were not satisfied with their paychecks when compared to the amount of work involved in teaching a college-level course (Kezar & Maxey, 2013). Adjuncts would like to utilize some form of extensive training before they actually step in a classroom to teach a course. Aside from monetary compensation, multiple research studies (Boord, 2010; Bowers, 2013; Hurley, 2006; Rouche et al., 1995) highlight the importance of training and support mechanisms that teaching faculty value and cherish. All these studies (Boord, 2010; Bowers, 2013; Hurley, 2006; Rouche et al., 1995) are described in Chapter 2.

When I moved to UCLA Extension in October 2017, I wondered if adjuncts there had the same concerns and issues. During the spring semester of 2018, I conducted a survey with adjuncts who had been recently hired to explore their issues and concerns. I designed the survey instrument to measure the perceptions of adjuncts on the current training support available to them and possible additional training options. Over the duration of February 2018, I sent online surveys through Google Documents® to over 25 adjuncts who were hired in the academic year 2017-2018. With 18 responses, the participation rate was 72.0%. All questions were on a 5-point

Likert scale and included an option to write open-ended comments. All 100.0% of respondents admitted that they were not satisfied with the mandatory trainings and would like to see more trainings offered on improving teaching skills, administrative policies and educational technology. Two-thirds of respondents would like the institution to offer them support so they can improve their teaching skills. More than half of respondents would like a workshop that adjuncts could use to familiarize themselves with relevant administrative policies and learn about integrating technology in their teaching.

Based on the results of this survey, I designed and implemented my action research study to provide multiple trainings in the form of optional professional development. The optional professional development consisted of a workshop before the beginning of the quarter, the first roundtable session during the middle of the quarter, and a second roundtable session towards the end of the quarter. My study explored newly hired adjuncts' perceptions after participating in all aspects of optional professional development that addressed the areas of need identified previously: teaching skills, familiarity of administrative policies, and tips on infusing technology into their instruction. I explored the extent that the optional professional development fulfilled newly hired adjuncts' professional needs and knowledge. My action research project was guided by the questions below.

Research Questions

The research questions that I explored are as follows:

> ***Research Question 1:*** Based on Herzberg's motivation-hygiene theory, how and to what extent did participation in the optional professional development impact adjuncts' professional knowledge growth?

Research Question 2: Based on Maslow's hierarchical needs theory, how and to what extent did participation in the optional professional development impact adjuncts' higher-level growth needs?

Chapter 2

LITERATURE REVIEW

In this chapter, I present a brief historical overview on the ever-changing higher education landscape and how it impacts and is impacted by adjunct faculty. Due to the temporary and part-time nature of their employment, it was imperative to highlight the needs of adjunct faculty employed at universities and colleges. This study adopted a theoretical framework consisting of Herzberg's (motivation-hygiene) and Maslow's (hierarchy of needs) theories of job satisfaction. While each theory stands on its own, utilizing both theories provided the different dimensional views related to employee job satisfaction of adjuncts, especially related to their professional development. As later illustrated in this chapter, both theories went beyond measuring employees' job satisfaction as just being satisfied-dissatisfied. The research studies described in this chapter found that, in general, aspects of lack of professional development, interpersonal relationships, poor pay, and meager benefits ranked among the key variables mentioned by most higher education faculty when it came to expressing satisfaction or dissatisfaction.

Higher Education Faculty

Faculty at higher educational institutions in the United States can be broadly classified into two employment categories – full time, benefits eligible and part time with no benefits (adjuncts). For simplicity, any faculty who do not have benefits and do not teach on a full-time basis were considered adjuncts or adjunct instructors. This literature review focused on the work life and professional needs of adjuncts.

Adjuncts. Adjunct positions are temporary in nature. Adjuncts are hired on a semester-by-semester basis. Due to the temporary nature of such positions, most adjuncts are informed

about their reappointments only a few days before the beginning of a semester (Kezar & Maxey, 2013). This gives adjuncts little to no time for preparation and training on pedagogical methods (Kezar & Maxey, 2013). In addition, in many cases, adjuncts receive inadequate orientation about the college, workplace, pedagogical techniques and content of the course(s) they are going to teach (Siddiqi, 2015).

Studies conducted in 1969 show that full-time, tenured and tenure-tenure track positions made up approximately 78.3% of the faculty, whereas part-time, adjunct positions accounted for 21.7% (Kezar & Maxey, 2013). Since the 1970s, when the enrollment at 2-year and 4-year colleges and universities started to increase, the number of employed part-time, adjunct faculty increased as well (Benjamin, 2003). Almost 50% of all faculty members at 2-year and 4-year colleges and universities are now employed on a part-time basis (Magness, 2017). As I described previously in Chapter 1, UCLA Extension, like other universities around the country appoint faculty on a part-time basis. Part-time faculty are broadly defined as "appointed on a quarterly basis, fixed term appointments, are not eligible for promotion, and are not tenured or tenure-track positions" (UCLA Extension Manual, 2015, p. 5).

Over the past 25 years, the number of doctoral degrees awarded in the United States has increased by 25% (National Science Foundation [NSF], 2017, p. 3). At the same time, tenured and tenure-track jobs in academia have been dropping steadily while there hasn't been a significant increase in the number of industry jobs (Cyranoski, Gilbert, Ledford, Nayar, & Yahia, 2011). This discrepancy where the supply outstrips demand (Cyranoski et al. 2011) has eventually led to an increase in the number of adjunct faculty across the nation (Kezar & Maxey, 2013). With adjuncts now being almost the majority of faculty at higher educational institutions, multiple research studies were conducted over the past few decades on job satisfaction and

professional needs of adjuncts. (Chait, 2002). Several research studies (Bowers, 2013; Ferguson, 2015; Hurley, 2006; Tomanek; 2010) were conducted across the United States that sought to find ways to motivate adjuncts and to determine their levels of job satisfaction. I described these studies below.

Professional needs of adjuncts. Rouche, Rouche and Milliron (1995) designed a survey to measure the job satisfaction and professional needs of part-time instructors. Their survey was administered across 88 colleges and universities to gather data and analyze results as part of their book *Strangers in Their Own Land* (Rouche et al., 1995). A majority of respondents were disappointed with the lack of any formal orientations and trainings. Most were concerned that they lacked knowledge of their institution's policies and culture and had few opportunities for professional development focused on teaching methods.

Similarly, Hurley (2006) conducted a survey at community colleges to explore the personal and professional needs of adjunct faculty. Over three-fourths of respondents at community colleges were highly motivated to pursue professional development (Hurley, 2006). A majority of respondents also believed such professional development workshops would help them integrate faster into their communities of practice (Hurley, 2006). Almost 80.0% of respondents perceived professional development as *highly valuable* or *valuable* to their professional lives (Hurley, 2006). Hurley (2006) also found that in colleges which actually instituted professional development workshops, adjuncts, overwhelmingly reported a strong sense of belonging to their workplace. Such workshops, along with a random sample of professional development workshops for adjuncts across the nation were reviewed by Boord (2010). Boord (2010) found that such workshops improved the morale of adjunct faculty. A

majority of adjuncts reported a sense of fulfilment on skills such as effective construction of tests and fair assessment of their students' learning (Boord, 2010).

A similar study was conducted recently by Okema Bowers (2013) at Tidewater Community College, a multi-campus community college. Adjuncts considered professional development workshops key to improved student learning (Bowers, 2013). In addition to confirming previous findings, this study also showed that adjunct faculty consider professional development as an integral part to improving their teaching and classroom management skills (Bowers, 2013). After participating in professional development workshops, adjuncts reported a sense of fulfillment of professional needs in terms of more knowledge on various teaching techniques and familiarity with workplace (Bowers, 2013).

Multiple research studies (Boord, 2010; Bowers, 2013; Hurley, 2006; Rouche et al., 1995) concluded that many adjuncts are eager to pursue professional development at their workplaces. Such research studies (Boord, 2010; Bowers, 2013; Hurley, 2006; Rouche et al., 1995) also found that professional development and orientations continue to be highly regarded by adjunct faculty. The following section explored literature on professional development conducted for adjuncts.

Professional Development

Educational researchers Grieve and Worden found that orientations served a two-fold purpose, to not only help instructors improve their teaching skills but also to form a strong bond with their institution (Wallin, 2004). Grieve and Worden also found that orientations need to have a brief session on administrative policies and expectations so instructors can familiarize with their college before they teach (Wallin, 2004).

Ferguson (2015) conducted professional development workshops for adjunct faculty who teach in-person and online classes at a community college district in a southeastern state in America. The workshops incorporated learning activities on technical support, curriculum development, and creation of testing materials. For adjuncts who only taught traditional in-person classes, workshops were created that helped them infuse technology while instructing in a classroom. Throughout the semester, workshops were provided to familiarize adjuncts with the commonly encountered points of administrative contact on their campus as well as integrating educational copyright guidelines in their curriculum. Surveys conducted at the end of that academic year reported that adjuncts felt an increased sense of belonging to their workplace (Ferguson, 2015). When faculty were given an opportunity to provide feedback on professional development, they were more likely to adapt to the new training technologies into their teaching communities (Bankirer, 2018). Adjuncts also reported feeling valued and supported in their professional endeavors by their community college district (Ferguson, 2015). Exposing faculty to technology and giving them an opportunity to practice such technology in their classrooms served as a motivator to further the use of technology in education (Li et. al., 2018).

On a similar note, Tomanek (2010) conveyed that an institution's only avenue to welcome its new instructors is often in the form of an orientation session. This is when faculty received training on basic information about the college, policies and procedures, and guidance on effective teaching. Orientations gave new instructors a chance to assimilate into the culture of their institution (Tomanek, 2010). Administrators at Tomanek's research setting (a Midwestern Community College) recommended that experienced faculty play an integral role in such workshops so they can be stay updated on new policies and procedures. This, Tomanek proposed

would be a good opportunity for all faculty to communicate key cultural values and attitudes of their community college.

In another study, non-tenured, adjunct faculty at Northwestern University were required to participate in orientation sessions and workshops on an annual basis (Jaschick, 2013). Workshops were conducted before the beginning of a semester as well as when the school was in session. Orientation sessions before the beginning of a semester trained adjuncts on curriculum processes, effective teaching techniques, and administrative and technical support points of contact (Jaschick, 2013). Workshops conducted throughout the semester were on copyright guidelines, testing standards and familiarizing with institutional policies (Jaschick, 2013). Action research was conducted at the end of the semester. Adjuncts in this study reported such sessions enhanced their pedagogical knowledge and satisfied their professional needs of effective teaching (Jaschick, 2013).

It was recommended by Tomanek (2010) that each college and university provide some form of orientation to their faculty to keep up with the ever-changing enrollment patterns, innovative teaching methods and educational technology. Faculty development workshops or orientations cater to the needs of their own instructors, while still following the basic tenets of professional development. In all the previously reported research in Chapter 2, conducted by Hurley (2006), Boord (2010), Tomanek (2010), Bowers (2013) and Ferguson (2015), adjunct faculty job reported a higher degree of job satisfaction after utilizing professional development workshops offered by their college or university. These studies also found that such workshops helped instructors feel an improved sense of belonging to their coworkers and institution. Thus, the focus of my action research was on adjuncts who were recently hired to teach at UCLA Extension. I offered optional professional development opportunities to newly hired adjuncts.

Topics included in the optional professional development sessions included instruction, administrative policies, and tips on infusing technology into their instructional methodologies.

Theoretical Perspectives

A wide variety of theoretical frameworks have been used to describe and explain job satisfaction of employees. Chiu and Chen (2005) described boosting an employee's self-esteem as comparable to job satisfaction. Experiencing frustrating and unpleasurable emotions at work place was described as job dissatisfaction (Schroder, 2003). One of the very early theories related to job satisfaction was formulated in the 1950s when Herzberg conducted interviews with white-collar employees - engineers and accountants. The theory proposed by Herzberg has been very popular ever since and was used to develop a measure job satisfaction for employees in fields of education, engineering and politics (Ford, 1969, 1973; Herzberg, 1977; Myers, 1970; Stello, 2011). Another widely used job satisfaction theory was proposed by Maslow. His theory, also known as hierarchical needs, was extensively used in employee training and developmental workshops (Schroder, 2003). The following sections delved into the formulations and applications of job satisfaction theories proposed by Herzberg and Maslow.

Herzberg's Motivation-Hygiene Theory. Herzberg's theory is also known as the two-factor theory because it views job satisfaction as a two-factor issue (motivator and hygiene) not simply satisfied or dissatisfied. The theory sought to define and describe job satisfaction as a result of both intrinsic (motivator) and extrinsic (hygiene) factors.

In 1959, Herzberg, Mausner and Snyderman conducted semi-structured, open-ended interviews with 200 engineers and accountants in Pittsburg who were asked to describe their feelings related to their job (Ruiz, 2015; Sachau, 2007). They were asked about instances when

they felt empowered and motivated and also when they felt disappointed and discouraged. Employees were more likely to feel good about their job when they were recognized and rewarded for their hard work and innovation. Such employees were more likely to stay with the same company and were more motivated to perform even better in the near future. These instances of positive recollections were collectively called *motivators* as they involved higher levels of productivity (Herzberg et. Al. 1959) and quality output (Herzberg, 1974, 1982). Sachau (2007) posited that these positive feelings accumulate over time, hence motivators are *additive* in nature. It was observed that motivators are directly related to one's own job responsibilities. These were intrinsic elements of a job.

Unpleasant working conditions (Sachau, 2007) and ineffective leadership were a recipe for employee dissatisfaction. Borrowing a term from epidemiology, Herzberg formulated these conditions as *hygiene* factors (Sachau, 2007). It is recommended to wash your hands and maintain good hygiene on a daily basis, something that would prevent one from getting sick, however it does not necessarily make one healthier. Herzberg noted that addressing hygiene conditions could prevent dissatisfaction at workplace but does not necessarily motivate employees. These were the extrinsic elements of a job such as compensation and some professional friendships (Sachau, 2007).

As a rule of thumb, motivators were rated on a scale of satisfied to not-satisfied. Hygiene factors were rated on a dissatisfied to not-dissatisfied scale.

Related Studies. AT&T was one of the first companies to use Herzberg's theory in their new employee development programs (Ford, 1969). Few years later, the theory was also used for professional development programs for all the employees at AT&T (Ford, 1973). Herzberg's theory was also incorporated into professional development workshops for engineers at Texas

Instruments (Myers, 1970). As far back as 1975, this theory was not used in higher education for faculty did not consider themselves as workers (Tomanek, 2010). Once the employment landscape began to evolve through collective bargaining and a renegotiation of contracts, administrators utilized this theory to measure job satisfaction among faculty (Cohen, 1975). Over the past two decades, there was a documented uptick in the usage of Herzberg's two-factor theory in educational research, especially in higher education (Stello, 2011). For example, Boord (2010) incorporated the theory into their action research study at Des Moines Area Community Colleges in Iowa to measure job satisfaction of adjuncts.

Boord (2010) conducted a study on measuring job satisfaction of adjunct faculty using surveys in the Des Moines Area Community Colleges in Iowa. Most respondents were highly enthusiastic about proposed professional development workshops. Adjuncts perceived such workshops would help them improve teaching skills and would help them develop professionally as faculty. Results from this study were used to create new workshops that included guidance on teaching techniques and classroom management. The workshops were conducted by administrators and seasoned staff members. Once the introductions and the layout of the sessions were presented by the staff, faculty with significant amount of teaching experience were selected to present and lead discussions on effective teaching skills and addressing issues that teachers commonly face in classrooms. Such sessions included experienced faculty giving a short demonstration on how they usually conducted and taught their own classes. Boord (2010) used Herzberg's motivation-hygiene theory to predict job satisfaction as adjuncts utilized opportunities to improve their teaching skills and feel a sense of professional fulfillment. Results confirmed that adjuncts reported improved performance and a boost in their morale at workplace

as motivators. At the same time, it was found that hygiene factors such as salary and lack of job security were dissatisfying.

Researchers Waltman, Bergom, Hollenshead, Miller, and August (2012) carried out a similar study at 12 research universities to measure job satisfaction of non-tenure track faculty. Herzberg's theory was used in this study in the construction of surveys and focus groups. Professional development workshops were offered to non-tenure track faculty on familiarizing with institutional policies and effective teaching techniques in a classroom. Focus groups and surveys were employed in this mixed-methods study. Results reported career satisfaction for higher education professionals when professional development opportunities were provided to non-tenure track faculty (Waltman et al., 2012).

In summary, commonly mentioned *motivators* among adjunct faculty in the above studies were – professional development, opportunities for advancement of teaching skills, classroom facilities and faculty support (Sachau, 2007). These motivators led to job satisfaction. *Hygiene* factors such as lack of respect and inclusion, salary and job security contributed to job dissatisfaction (Sachau, 2007).

My action research offered optional professional development for newly hired adjuncts at UCLA Extension. I modeled this after the workshops described by Boord (2010) and Waltman, Bergom, Hollenshead, Miller, and August (2012). The optional professional development offered guidance to adjuncts on effective teaching strategies in a classroom and to help them familiarize with administrative policies at UCLA Extension. My hypothesis was that the optional professional development would serve to facilitate professional knowledge growth for new adjuncts. With this in mind, I designed all sessions to help new adjuncts with enhancing their teaching skills and having an opportunity to familiarize with administrative policies. I adapted

the surveys used in Boord (2010) and Waltman, Bergom, Hollenshead, Miller, and August (2012) to measure the impact of optional professional development on adjuncts' professional knowledge growth.

Maslow's Hierarchical Needs Theory. Maslow's theory is one of the widely-used theories of job satisfaction aka 'Hierarchy of Needs.' This theory also served as a foundation for several motivational theories. In 1943, Maslow arranged human needs in ascending order: physiological needs to survive – food and water; safety and security needs; companionship needs; need for recognition, respect, self-esteem; and need for self-fulfillment (Dhanapal et al., 2013). He then formulated that humans always start with the lowest-level needs and as soon as that need is partially or adequately met, people move to the higher order needs (Dhanapal et al., 2013). He implied that when a lower-level need is not fulfilled, the individual is preoccupied with meeting that need, hence is precluded from thinking about higher order needs (Schroder, 2003).

Maslow's pyramid can also be studied as lower-level deficiency needs (physiological and safety) and higher-level growth needs (companionship, self-esteem, self-actualization) as shown in Figure 1 (Dhanapal et al., 2013).

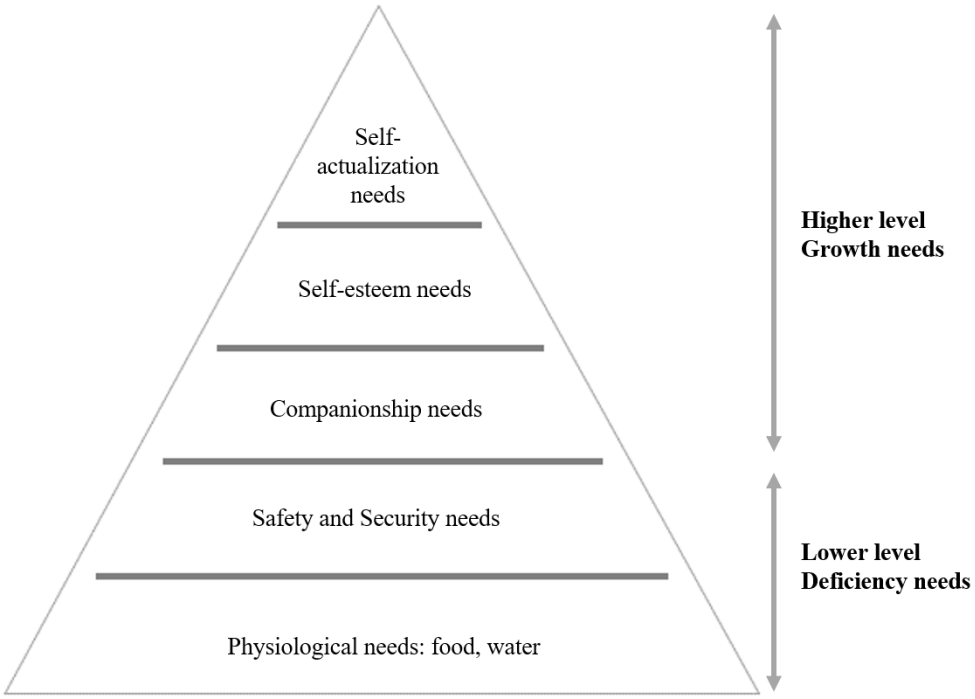


Figure 1: Maslow's Hierarchy of Needs

Open-ended interviews with 100 academicians were conducted in private universities across Malaysia to identify their deficiency and growth needs (Dhanapal et al., 2013). It was found that job security (lower-level deficiency needs) was one of the key reasons behind staying as academicians (Dhanapal et al., 2013). Lower-level deficiency needs were related to one's own desire to fulfil physiological, safety and security requirements. Dhanapal (2013) found that job security fulfilled the safety and security needs of most academicians. Flexibility in work schedule (lower-level deficiency needs) was significant in that it allowed part-time academicians to lead a more balanced work-family life (Dhanapal et al., 2013).

Maher (2002) proposed that increasing the pay of an employee might address lower-level deficiency needs as it provides for better safety and quality of life. Creating pleasant and safe working conditions and benefits also help addressed the lower-level deficiency needs (Cherrington, 1991). Even if most of the lower-level deficiency needs such as pay, property,

benefits are seldom completely satisfied, individuals still moved on to achieving higher-level growth needs.

Interviews with Kenyan educators identified the opportunity to continue to learn and grow professionally as a higher-level growth need (Karugu, 1980). Opportunities for advancement and promotions (higher-level growth needs) were cited as the most rewarding aspects for adjuncts working at universities (Tietjen & Myres, 1998). Recognition from supervisors and students provided personal satisfaction for adjunct faculty, thus satisfying their higher-level growth needs (Diener, 1985).

Higher-level needs provide motivation to employees to grow and develop, hence higher-level needs are often referred to as higher-level growth needs (Gullickson, 2011). Positive professional companionships at workplace were found to be higher-level growth needs since such feelings motivated workers to look forward to coming to work (Gullickson, 2011). The ultimate need to be satisfied for any employee was to self-actualize and a manager ought to motivate employees to completely unleash their inner potential.

Based on the original hierarchy of needs proposed by Maslow (Figure 1) and the descriptors from studies conducted by (Dhanapal et al., 2013), (Karugu, 1980), Maher (2002) and (Tietjen & Myres, 1998), the hierarchy of needs as related to my action research is shown in Figure 2 below.

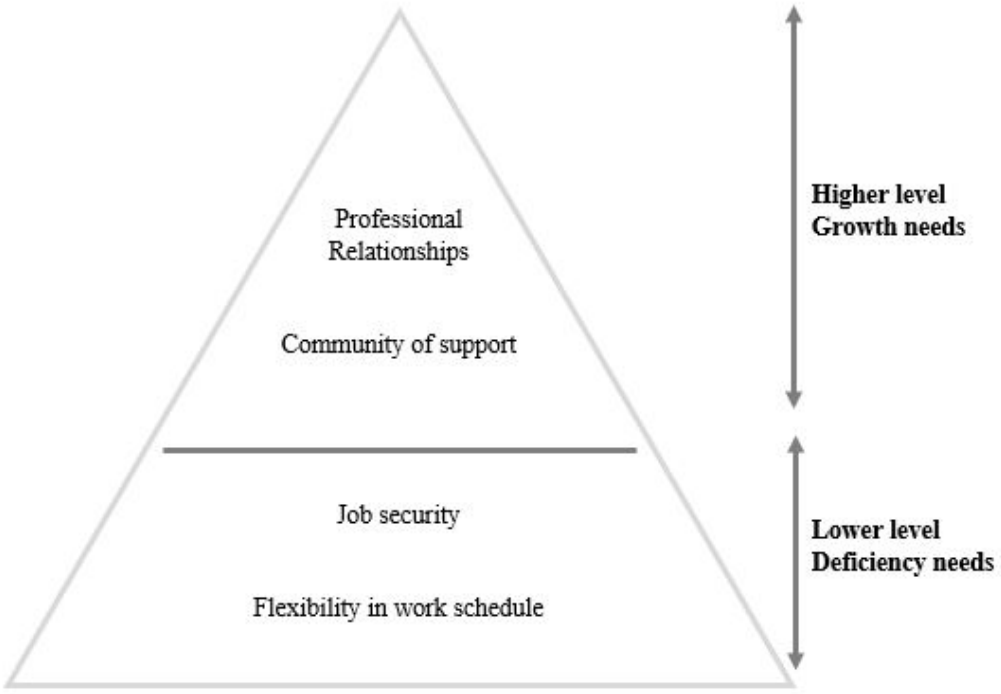


Figure 2: Maslow's Hierarchy of Needs pertaining to my action research

The theories proposed by Herzberg and Maslow have common characteristics based on a linear scale. Herzberg's concept of motivators was equivalent to Maslow's higher-level needs (esteem and self-actualization), and Herzberg's hygiene factors were parallel to lower-level needs (physiological, safety, and security) proposed by Maslow (Schroder, 2013). The motivators (from Herzberg) were comparable to the higher order, growth needs (Adler, 1991) whereas the hygiene factors relate to the lower order, deficiency needs. Job satisfaction and employee retention methodologies often used Maslow's pyramid of needs to design programs aimed at improving employee satisfaction and retention (Dhanapal et al., 2013).

Related Studies. The adjunct faculty development program at St. Norbert College used Maslow's needs theory to design all 15 of its developmental activities (Hurley, 2006). This

college, offered more opportunities and workshops for its adjunct faculty than many other faculty development programs across the nation (Hurley, 2006). The most commonly offered workshops dealt with the new adjunct faculty orientation, improving teaching skills and familiarizing with administrative policies. Other commonly offered sessions included mentorship from experienced adjunct faculty or individual counseling (Hurley, 2006). Surveys were conducted after each of the individual workshops. Adjunct faculty viewed such orientations and workshops generally satisfied their higher-level growth needs (Schroder, 2013). A majority of respondents felt that they developed stronger interpersonal relationships with other faculty members (Schroder, 2013). Hurley (2006) found that the increased interaction with peers through a series of workshops helped adjunct faculty feel a sense of community. Also, the interactive way the content was delivered during the workshops through group activities helped adjuncts with their public speaking skills, hence satisfying one of their higher-level needs (Hurley, 2016).

Maslow's needs theory was recently used as a framework for professional development workshops for nursing educators (Hayes, 2016). Though specifically catered to the nursing field, these workshops focused on aspects that will be beneficial for educators across all disciplines. Offered to new and experienced educators, these workshops were designed to inculcate a strong sense of working relationships between educators (Hayes, 2016). Continuing professional development workshops offered guidance on effective classroom management. These sessions offered new faculty an opportunity to practice their teaching skills while also demonstrating their ideas to actively engage students in a classroom (Hayes, 2016). Surveys were conducted after the conclusion of workshops. Hayes (2016) found that nursing faculty perceived an increased sense of belonging to their workplace. Working collaboratively with other faculty was mentioned as

the main reason behind strong working relationships; while the results also reported a high degree of satisfaction of faculty's professional teaching needs.

Summary of Literature Review

Ultimately, the theories proposed by Herzberg and Maslow were applied to the field of higher education. These theories are commonly used to measure the job satisfaction of part-time faculty in the various research studies reviewed. These studies focused on what would motivate adjuncts and help them to be feel as they are valued members of the university/workplace.

My action research innovation was built on these theories and the related research to answer the following research questions:

Research Question 1: Based on Herzberg's motivation-hygiene theory, how and to what extent did participation in the optional professional development impact adjuncts' professional knowledge growth?

Research Question 2: Based on Maslow's hierarchical needs theory, how and to what extent did participation in the optional professional development impact adjuncts' higher-level growth needs?

Chapter 3

METHODS

Shulman (1986) described traditional educational research as "outside-in" (p. 10), meaning teachers implement research which was carried out by university-based researchers who are not deeply involved in the everyday classroom with students. Such research findings were intended to be applied and tested across many educational institutions, thus focusing on generalizability (Cochran-Smith, 1993). Action research (also known as teacher research and practitioner research, Dana, 2016) differs from traditional research in that the teachers are the researchers (Herr & Anderson, 2015) and the intent is not to generalize findings, but to produce research to inform the researchers' local context (Mertler, 2017). It includes intentionally observing and researching one's own workplace to resolve local problems.

The purpose of my mixed-methods action research study was to address my local problem of practice - adjuncts desired professional development workshops to assist them with teaching skills, educational technology and to develop professional relationships with other adjuncts and a belonging to the institution. I offered optional professional development trainings to all newly hired adjuncts at UCLA Extension. I explored newly hired adjuncts' perceptions after they participated in all three optional professional development sessions: a workshop and two roundtable sessions over one academic quarter. I designed these trainings to address the areas of need identified previously: teaching skills, familiarity of administrative policies, and tips on infusing technology into their instruction. I explored the adjuncts' perception about the extent that the additional trainings fulfilled their professional needs and knowledge. In my study, I used the theories proposed by Herzberg and Maslow to guide the action research design and the

instruments used for data collection. This chapter discusses in detail the optional trainings that I offered for adjuncts in the fall 2018 quarter.

I utilized a mixed-methods sequential approach for my action research. Multiple studies over the past two decades show that researchers can combine the approaches of quantitative and qualitative methodologies to get a superior and more workable research design (Johnson & Onwuegbuzie, 2004). This gives a researcher the freedom to use multiple approaches in answering research questions (Johnson & Onwuegbuzie, 2004). I utilized a sequential mixed-methods research for my action research study. In a sequential design, the quantitative and qualitative methods are executed one after another in a sequence (Gelo, Braakmann, & Benetka, 2008). My mixed-methods action research study utilized pre/post surveys, interviews, and a focus group meeting that explored the extent to which the optional trainings satisfied adjuncts' professional and higher-level growth needs.

Participants

Adjuncts who were recently hired at UCLA Extension along with the staff involved in the planning of the trainings were the participants in my action research study. As a practitioner at UCLA Extension, I was also the researcher in my action research study. I worked with the staff to oversee the implementation of the three trainings: a workshop, first and second roundtable sessions.

New adjuncts. Newly hired adjuncts from all seven departments of UCLA Extension who participated in the mandatory orientation were invited to participate in my action research study. For my action research study, 24 new adjuncts participated in the optional trainings. The 24 new adjuncts who utilized the optional trainings were my treatment group-24 new adjuncts participated in the workshop conducted before the beginning of fall 2018 quarter, 24 in the first

roundtable conducted during the middle of the quarter, and 23 in the optional second roundtable conducted towards the end of the quarter. There were 20 new adjuncts who did not participate in the any of the optional trainings. They served as my control group.

Staff. I worked with the three staff members and the director of Learning Support Team to design and implement the optional trainings as described below. I also invited all three staff members along with the director to be participants in my action research study. I used their feedback and perspectives about the optional trainings and impact they might have had on new adjuncts job satisfaction.

The staff invited new adjuncts to all three optional professional development: the workshop, the first roundtable, and the second roundtable. They also documented which adjuncts signed up for the optional trainings and who did not. The staff ensured that the instructional technology at the locations of all optional trainings was working and provided all the required materials such as worksheets and handouts. The staff also assisted the director and action researcher throughout the optional trainings, from the opening remarks of the workshop until the conclusion of the second roundtable. I conducted a focus group meeting with the staff after the second roundtable. The focus group instrument can be found in Appendix B.

Experienced adjuncts. There are ten adjuncts who have been teaching at UCLA Extension for the past five years and had previously facilitated professional development workshops for adjuncts at local community colleges, I selected two of them to assist in the professional development sessions. I used purposeful sampling to choose the desired two out of the sample of ten experienced adjuncts. I compiled the teaching evaluations of all the ten adjuncts from the past five years. I also included peer observations of their teaching from the past five years. I considered the top two, the two experienced adjuncts with the best scores, and

invited them to lead the session on teaching skills during the optional trainings. Both these experienced adjuncts accepted my invitation. I then gave the lesson plan to these two experienced adjuncts. Details of the lesson plan for the workshop can be found in Appendix C. Details of the first and second roundtable can be found in Appendices G and H.

Role of the Action Researcher. As a program manager for Humanities & Sciences department of UCLA Extension, I am involved in planning and scheduling courses each quarter for a wide variety of undergraduate humanities and science courses (e.g. my program portfolio). My portfolio of science courses includes general chemistry, organic chemistry, biochemistry, mathematics and statistics. My duties included: recruiting adjuncts on a quarterly basis; assisting them with course development through Canvas© learning management system and various multimedia and web-enhanced modes of delivery; and supervising around 30 adjuncts each quarter.

As an action researcher, I designed the methodology, developed the timeline of the study, and facilitated the planning of optional trainings. I created a worksheet for adjuncts (Appendix D) to use during the workshop and developed the lesson plans for the experienced adjuncts (Appendix C) and for the director (Appendix E). During the optional trainings, I observed how adjuncts responded to the activities and interacted with adjuncts and staff. I recorded all my observations in the form of field notes. I also collected and analyzed the surveys, individual interviews, and focus group interviews described in the 'Instruments and data sources' section in this chapter.

Innovation

I describe below the background for the need for innovation. I also described the procedure and the different aspects of implementation of the innovation guided by the literature from Chapter 2.

Background. During a preliminary research cycle (February 2018), I conducted surveys with adjuncts who were recently hired at UCLA Extension. I designed the survey instrument to measure the perceptions of adjuncts on the current training support available to them along with aspects that they would like to see implemented. All respondents admitted that they were not satisfied with the mandatory trainings and would like to see more trainings offered. The mandatory trainings covered how to create a syllabus, learning modules and content on Canvas©. The findings of the survey revealed that most respondents wanted more opportunities to improve their teaching skills, learn ways to infuse technology in classrooms and become familiar with administrative policies as related to their teaching responsibilities. In my innovation in the form of an optional trainings, I combined aspects of professional development workshops by Boord (2010), Hayes (2016) and Waltman et al. (2012). Workshops by Boord (2010) and Hayes (2016) focused on teaching techniques and classroom management, whereas professional development conducted by Waltman, Bergom, Hollenshead, Miller, and August (2012) ensured that adjuncts were not only familiar with teaching techniques, but also familiarized themselves with administrative policies.

Procedure. The professional development workshops (Boord, 2010; Hayes, 2016; Waltman et al., 2012) described in Chapter 2 served as a basis for my innovation. The three aspects of the optional trainings were: a workshop before the beginning of the fall 2018 quarter,

the first roundtable during the middle of the fall 2018 quarter, and the second roundtable towards the end of the same quarter. All aspects of the optional trainings were conducted in person.

The three staff members from the Learning Support Team invited new adjuncts (treatment group) who completed the mandatory orientation to all three optional trainings: a workshop, and the first and second roundtables. Invitations were sent through emails. They, then divided the participants into six groups of four.

The staff also ensured that the logistical details of the optional trainings, such as availability of the classroom, seating arrangements, parking for new adjuncts, were attended to. They sent periodic reminders to all participants about upcoming optional trainings.

The schedule and agenda of the workshop are shown in Table 1 and incorporate elements identified by the survey and by research conducted by (Boord (2010), Hayes (2016), and Waltman et al. (2012).

Table 1: Workshop

Time		*Agenda*
9:00am-9:30am	Introduction	• Opening remarks by the director • Overview of the workshop
9:30am-11:00am	First session	• Teaching demonstration by an experienced adjunct • Reflections and discussions regarding the teaching demonstration
11:00am-12:00pm	Second session	• Group activity on administrative policies • Discussions and reflections of administrative policies which were led by the director
12:00pm-1:00pm	Third session	• Demonstrations and group activities on infusing technology in teaching, led by the director • Q&A with the director

Workshop. The workshop was conducted over the duration of four hours in-person and on-campus. It was facilitated by the three staff members and the director of Learning Support Team. The timeline and details of each session of the workshop are described below.

Introduction and opening remarks. The three staff members from the Learning Support Team welcomed new adjuncts and assisted them with seating with their respective groups. This was based on the pre-determined group arrangement conducted by the staff members. At the back of the room, refreshments were made available for new adjuncts for the entire duration of the workshop. At 9:00am, the director of Learning Support Team gave the opening remarks. The director discussed the schedule and logistics of the workshop. The director then introduced the three staff members from the Learning Support Team. This introductory session promptly ended a few minutes before 9:30am.

First session. The first session of the workshop began at 9:30am as planned and addressed the teaching skills aspect. This session lasted for an hour and a half. The director briefly addressed the layout and purpose of this session, which was to provide guidance to new adjuncts at UCLA Extension on various aspects of teaching.

This session on teaching skills began with a teaching demonstration by one of the experienced adjuncts for 10 minutes, which was followed by the next half-hour of various group discussions led by that experienced adjunct. This entire process was repeated, where the second experienced adjunct gave a teaching demonstration for 10 minutes and then led various group discussions for the next half-hour. The guidelines for the group discussions can be found in Appendix F. The guidelines and the lesson plan for the experienced adjunct for the teaching demonstration can be found in Appendix C. The details of this session are explained below.

The director introduced the first experienced adjunct. This experienced adjunct then taught a concept of their choosing from one of the courses offered at UCLA Extension. This was from a general chemistry course, and the topic was stoichiometry. The experienced adjunct explained this topic for 10 minutes with the assistance of PowerPoints® and short videos to aid his teaching demonstration.

At the end of this teaching demonstration, each group analyzed the teaching demonstration for the next 10 minutes. The guidelines for the group discussions that targeted aspects of the teaching demonstration can be found in Appendix F. New adjuncts, within their own groups, discussed various aspects of the teaching demonstration. Each group picked two aspects from the teaching demonstration that they had found to be very helpful to their own teaching practices. Each group also chose a person from their group to present their group's findings to everyone.

The next 20 minutes were spent presenting the findings of each group to the entire group of adjuncts. The chosen one from each group was invited in random order by the experienced adjunct to present the findings or aspects from the teaching demo that they found particularly helpful to their teaching practices and the reasons for choosing these aspects. Every time a finding from Appendix F was presented, the experienced adjunct enriched the discussion by providing a relevant example from their past teaching experiences. The director then introduced the second experienced adjunct. The entire process of teaching demonstration and group discussions was repeated. This session led by the second experienced adjunct ended at 11:00am as scheduled.

Second session. The second session of the workshop promptly began at 11:00am and gave new adjuncts an opportunity to familiarize themselves with administrative policies. At the beginning of this session, the director briefly addressed the layout and the purpose of the session.

As in the session prior to this, new adjuncts worked in the same groups. This session on familiarizing with administrative policies had new adjuncts complete a worksheet within 45 minutes by going on a scavenger hunt of sorts. There were five display tables set up for this session. These display tables were staffed by representatives from departments who facilitated answering questions from the worksheet. These departments were Canvas© Learning Support for question 1, the Disability Resource Center for question 2, Audio/Visual for question 3, Parking Services for question 4, Student Services for questions 5 and 6. All these representatives were sent the worksheet in advance of the workshop. I developed the worksheet, a scavenger hunt of sorts, (See Appendix D) for this session based on the workshops described in Chapter 2 (Boord, 2010; Hayes, 2016; Waltman et al., 2012). This worksheet was distributed by the director to all new adjuncts. As they worked with their groups, new adjuncts approached relevant display tables and interacted with the representatives to find out the answers to the questions.

Once the allotted 45-minutes ended, two groups were frantically rushing to get all their questions answered. The director then spent the next 10 minutes to briefly go over the answers to the worksheet. All the groups already had the correct answers since the representatives at the table assisted each group. All participants were then encouraged to refer to their completed worksheets during the course of the fall 2018 quarter and beyond. The second session ended a few minutes after the scheduled 12:00pm.

Third session. The third session of the workshop began a few minutes after noon and gave an overview of the educational technology commonly used at UCLA Extension. The director briefly addressed the layout and the purpose of this session.

As in the sessions prior to this, new adjuncts worked in the same groups as before. This third session started with a 15-minute demonstration on using teaching equipment in a classroom, followed by a 30-minute group activity where new adjuncts produced and shared digital instructional content, and a 15-minute Q&A session for everyone at the workshop. The details of this session are explained below.

The director first demonstrated on using the teaching tools present in a classroom. The director then provided an overview of the usage of projectors, the audio and visual equipment commonly used at UCLA Extension. The director also discussed commonly encountered technical issues with such devices and the subsequent troubleshooting mechanisms. This demonstration went on for 15 minutes.

The next half-hour was spent on producing and sharing digital instructional content. The new adjuncts watched a short (5 minutes) instructional video on how to produce and record their own videos using the software Panopto©. Then they watched another short instructional video on how to broadcast and share recorded digital content with their class using Box®. Once they watched these instructional videos, each group of new adjuncts then recorded their own video and shared it with the rest of the groups. The final 15 minutes were dedicated to Q&A session. New adjuncts had their questions answered from the director and the staff members. The third session concluded at 1:00pm.

First Roundtable. During the middle of the fall 2018 quarter, the first roundtable session was implemented in-person and on-campus. The agenda consisted of an introduction, followed

by discussions led by the experienced adjuncts, who also had led discussions during the workshop. The first roundtable session was executed by the three staff members and the director of Learning Support Team. This session was planned for two hours, which began at 10:00am and ended at noon. The timeline and details of the first roundtable are described below.

The day of the first roundtable, new adjuncts were welcomed by the three staff members from the Learning Support Team. New adjuncts were seated with their respective groups, same arrangement as from the previous workshop. Similar to the workshop, refreshments were available at the back of the room. At 10:00am, the opening remarks were given by the director of Learning Support Team. The director then discussed the overview of the first roundtable and introduced the two experienced adjuncts who had facilitated discussions at the workshop and explained their role for this session. The purpose of the first roundtable session was for new adjuncts to reflect on their teaching since the quarter began. The director then asked new adjuncts to take no more than 20 minutes to discuss as a group the questions posed in Appendix G. The director led the first roundtable session. As mentioned in Appendix G, group discussions involved new adjuncts sharing one of the most challenging situations they faced so far during the quarter and how they had addressed it. Each group then picked the one most challenging situation that had been shared in the group to present to everyone at the roundtable session. Remarks by the director and the group discussions by new adjuncts ended at 10:30am.

The next hour was spent presenting most challenging situations to all the new adjuncts. The chosen one from each group was invited in random order by the experienced adjuncts to present their situations. When presenting each group's selected situation, the presenter also discussed the reasons for choosing it. Every time a group presented their situations, the experienced adjuncts provided a relevant example from their past teaching experiences.

Experienced adjuncts were given the lesson plan in Appendix G two weeks in advance of this session so they could prepare examples from their past teaching experiences to add to the discussion. These discussions ended at 11:30am.

The next half-hour was reserved for a Q&A session with the director and experienced adjuncts. New adjuncts sought guidance and answers from the director and the experienced adjuncts related to teaching pedagogies, problems they have encountered during the fall 2018 quarter and questions related to teaching. The Q&A session and the first roundtable ended at noon.

Second Roundtable. The second roundtable took place towards the end of the fall 2018 quarter. It was conducted in-person and on-campus. It followed the same format as the first roundtable only the purpose and topic for discussion differed. The purpose of the second roundtable session was for new adjuncts to reflect on their teaching for the entire fall 2018 quarter and on how to approach the upcoming winter 2019 quarter. The director then asked new adjuncts to take the next 20 minutes to discuss as a group the questions posed in Appendix H. During these group discussions, new adjuncts discussed aspects of their teaching that they would like to improve for the upcoming winter 2019 quarter along with what worked well during fall 2018 quarter. Within their group discussion, each group also picked two instances that they thought needed improvement for the upcoming winter 2019 quarter along with what worked well for them during fall 2018 quarter. Each group also chose one of their own to present their findings to everyone at the second roundtable session. As before, each group presented examples from the discussions and experienced adjuncts contributed to the discussions for about an hour. The next half-hour was the Q&A session with the director and experienced adjuncts. New

adjuncts sought guidance and answers from the director and the experienced adjuncts. The Q&A session and the second roundtable ended at 12:00pm.

Timeline for Implementation

The timeline and the procedure of the action research study is shown in Table 2. The entire research study consisted of pre-workshop planning, implementing the workshop and two roundtable sessions, and data collection post-research.

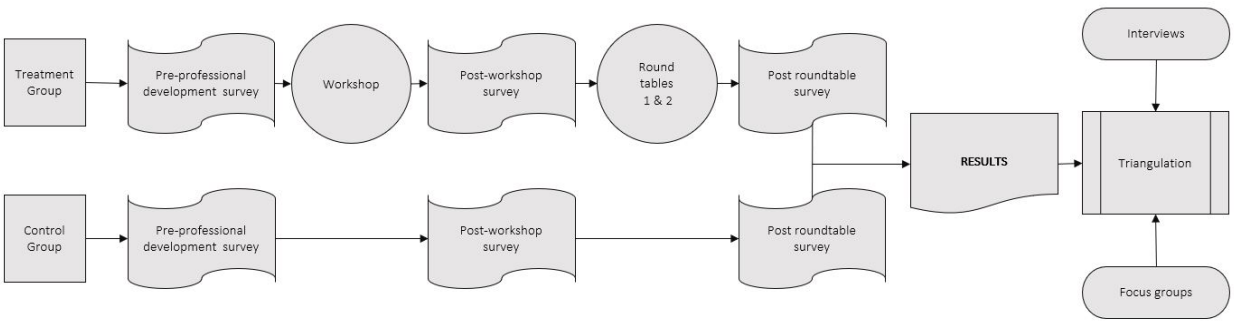
Table 2. Timeline for implementation.

Timeline	*Procedure*	*Actions*
August`18	Pre-optional trainings planning	• Staff invited all new adjuncts to the workshop, first and second roundtables. Invitations were sent through email. • Director and I selected and invited two experienced adjuncts. • Reviewed worksheets and required materials for workshop, first and second roundtables.
September `18	Pre-professional development data collection	• I administered pre-professional development survey to all new adjuncts during August 23 - September 7, 2018.
September `18	Workshop	• A workshop was held on campus for all new adjuncts, before the start of the fall 2018 quarter on September 8, 2018. • Covered teaching strategies, familiarity of policies, technology in education. • I took observational field notes. • I administered survey to both treatment and control groups during September 9-23, 2018.
October `18	First roundtable	• First roundtable was held on campus for all new adjuncts, during the middle of the fall 2018 quarter, on October 20, 2018. • Discussions and reflections on teaching. • I took observational field notes.
November `18	Second roundtable	• Second roundtable was held on campus for all new adjuncts, towards the end of the fall 2018 quarter, on November 24, 2018.

		• Discussions and reflections on teaching this fall 2018 quarter and changes for upcoming winter 2019 quarter. • I took observational field notes.
December `18	Post-optional trainings quantitative data collection	• I invited all participants from optional trainings and control group to complete post-roundtable survey. • Survey was open November 25-December 7, 2018.
December `18	Post- optional trainings quantitative data analysis	• I analyzed using repeated-measures ANCOVA model. • I used purposive sampling (explained in Data Sources) to choose 6 participants for individual interviews.
December `18 - January '19	Post- optional trainings qualitative data collection and analysis	• I sent invitations for individual in-person adjunct interviews (6 interviews in total) and focus group meeting. • I conducted and audiotaped four in-person adjunct interviews in December 2018. • I conducted and audiotaped focus group with all three staff and the director of Learning Support Team. • I received email responses in lieu of in-person interviews from remaining two adjuncts from the group of six that was invited for interviews. • Transcribed interviews and focus group. • Analyzed data from interviews, focus group.

The model for the procedure for my innovation is shown in Figure 3 below:

Figure 3: Model for procedure of innovation and data collection



Of the 44 new hires, 24 participated in the workshop. These 24 new adjuncts were my treatment group, as in they utilized the innovation in my action research study (Hopkins, Marshall, Batterham, & Hanin, 2009). The other 20 new adjuncts who did not participate in the innovation were my control group, as in they have opted out of receiving the innovation in my action research study (Hopkins et al., 2009). I administered the pre-optional professional development survey to both the control and treatment groups. The treatment group participated in all three sessions: the workshop and both roundtable sessions. During all three sessions, I used MS Excel spreadsheet and kept track of all participants to check that all participants attended. Once the workshop concluded, I administered the same survey instrument from the pre-optional professional development, to both the treatment and control groups. Once the first and second roundtables concluded, I administered the same survey to both the control and treatment groups again. All 24 new adjuncts who signed up for my innovation participated in the workshop and the first roundtable. However, for the second roundtable, there were 23 participants and the 24th new adjunct had to take a leave of absence from work due to personal reasons. For the control group, all 20 participants were invited to complete all three surveys.

Data sources and Collection

I collected and analyzed multiple quantitative and qualitative data sources to find out how and what kind of impact did participation in optional trainings have on new adjuncts' perceptions. These data sources included online surveys, interviews, and fieldnotes.

Online surveys. Surveys are convenient for large sample populations as they can be administered entirely online and do not need the researcher to be present while the responses are being completed (Diem, 2004). I used the survey instrument from the previously described study at Des Moines Area Community College and St. Norbert College as a guide. The survey

instrument is listed in Appendix A. The survey measured the impact of the optional professional development on adjuncts' perceptions on fulfilling their professional growth needs.

I administered this survey three times over the course of my action research. I administered the survey to both control and treatment groups before the optional professional development. I then administered the same survey to both the control and treatment groups after the workshop and one more time to both the groups after the optional roundtable sessions. I administered the survey three times so I could measure the perceptions of new adjuncts multiple times to gauge any measurable changes and improvements (see Figure 3).

Survey questions 4-9 comprised the first construct. The first construct measured the extent that the optional trainings impacted the growth of their professional knowledge. In other words, did adjuncts perceive the optional trainings as facilitating an improvement in their professional knowledge. This data was used to answer my first research question: Based on Herzberg's motivation-hygiene theory, how and to what extent did the optional professional development serve as a professional knowledge growth for new adjuncts at UCLA Extension?'

Survey questions 10-18 comprised the second construct. The second construct measured to what extent the optional trainings fulfilled adjuncts' professional growth needs. These data were used to answer my second research question: According to Maslow's hierarchical needs theory, how and to what extent did the optional professional development fulfill higher-level growth needs of new adjuncts at UCLA Extension?' All survey questions used a four-point Likert scale, with the responses being strongly disagree, disagree, agree and strongly agree.

Of all the respondents in my action research, I found that the average number of years that adjuncts have been teaching to be 2.25 years. The adjuncts in the control group have been teaching for a higher average, of 2.94 years.

***Pre-optional professional development surveys*.** I administered the survey instrument to both the treatment and control groups before any trainings began, during August 23 - September 7, 2018. Of the 24 new adjuncts in my treatment group, 20 of them responded, with the response rate being 83.3%. Of the 20 new adjuncts in my control group, 17 responded, with the response rate being 85.0%.

***Post-workshop surveys*.** The workshop was held on September 8, 2018. I administered the survey instrument to both the treatment and control groups after the workshop concluded. I administered this survey during September 9 - September 23, 2018. All 24 new adjuncts who registered for the session participated during the workshop. Of the 24 participants in my treatment group, I received more responses this time with 22 of them responding, and the response rate was 91.7%. Of the 20 participants in my control group, 16 responded, with the response rate being 80.0%.

***Post-roundtables surveys*.** The first roundtable was held on October 20, 2018 and the second roundtable was held on November 24, 2018. I administered the survey instrument to both the treatment and control group after both the roundtable sessions concluded. I administered this survey during November 25 - December 7, 2018. Of the 23 in my treatment group, 20 of them responded, with the response rate being 86.9%. Of the 20 in my control group, 17 responded, with the response rate being 85.0%.

Adjunct Participants' Interviews. I invited these six participants to an individual, in-person interview. I designed these interviews to be semi-structured in nature. The purpose of these interviews was to create meaningful and consistent explanations (Gelo et al., 2008) about aspects of the optional trainings with regards to teaching skills, familiarity with administrative policies and using technology in a classroom. Of the six invitations, four accepted and came to

campus for individual interviews. Prior to the beginning of each interview, I obtained a verbal consent from the participant. I recorded all interviews using Voice Memos®. Each of these interviews lasted no more than half-hour. The other two adjuncts were not able to schedule an in-person interview so they sent their responses through email. The interview questionnaire is listed in Appendix I.

Eddie has taught at local community colleges for the past two years as part-time faculty and was recently hired to teach at Extension. Eddie taught a variety of philosophy courses for college freshmen. Irina was going to be teaching for the very first time at college level in fall 2018 and taught an introductory chemistry course. Katherine had taught at other universities and local community colleges for the last four academic years. Katherine taught an introductory course in English in fall 2018. Amy has taught chemistry at local community colleges for the past two years and instructed organic chemistry in fall 2018.

Staff Focus Group Interview. As mentioned in the previous two sections, I conducted online surveys and interviews with new adjuncts to explore their perceptions of the optional trainings. As a way to get a perspective of the optional trainings from a different source, I also collected data from the staff who facilitated the optional trainings. After I administered the surveys and interviews, I invited the director and staff members from the Learning Support Team who facilitated the optional trainings to participate in a focus group. The goal of the focus group was to explore the perceptions of the three staff members and the director of the Learning Support Team who facilitated the innovation in my action research study. I modified and condensed interview questions into focus group questions (see Appendix B). All three staff members and the director accepted my invitation to a focus group.

Prior to the beginning of the focus group session, I introduced the purpose of the session to the participants. I also gathered a verbal consent from the participants. I recorded the session using Voice Memos®. The focus group lasted 45 minutes. I began the focus group with discussions on how staff members perceived the optional trainings in improving the teaching skills of adjuncts. I also explored if staff members perceived an improvement in the professional knowledge of adjuncts who participated in the optional trainings. I used this focus group and the ensuing discussions to triangulate an understanding of how the optional training contributed to the new adjuncts' professional knowledge growth and their professional growth needs. The focus group also contributed to my understanding of the director's and staff's overall perceptions of the optional trainings and any recommendations they had for future sessions. All three staff members and the director were vocal and forthcoming with their responses.

Field Notes. As part of the qualitative data collected during the optional trainings, I observed how adjuncts interacted with each other during the workshop, the first and second roundtable sessions. I also observed how adjuncts interacted with the director and staff during these sessions.

During the workshop, I took descriptive notes of my observations in a chronological order as they occurred. I wrote down my observations of the teaching and public speaking skills of participants. I did the same for the first and second roundtable sessions. These descriptive and reflective notes helped me to contextualize proceedings that I observed during the optional trainings. This helped me answer the first research question. When comparing over time, over the course of all trainings, I observed adjuncts increasingly perceiving an improvement in their teaching skills, thus satisfying their professional knowledge growth according to Herzberg's theory.

In addition to writing down and reflecting on my observations during optional trainings, my field notes record the behavior of the participants, patterns to their interactions with other adjuncts and staff, and the frequency of their interactions. These notes helped me answer the second research question: Based on Maslow's hierarchical needs theory, how and to what extent did the optional professional development fulfill higher-level growth needs of new adjuncts at UCLA Extension? Observations on interpersonal relationships and interactions are framed on satisfying higher-level growth needs according to Maslow's theory. The data collection methods and their corresponding instruments are summarized in Table 3.

Table 3. Data collection and instruments in chronological order.

Data Collection	*Instruments*	*Data Sources*	*Sampling Technique*
during workshop	Field Notes	adjuncts, staff and director (Learning Support)	N/A
pre- professional development, post- workshop, post-roundtables	Surveys	adjuncts	none*
post- professional development	Interviews	adjuncts	purposive
post- professional development	Focus Group	staff and director (Learning Support)	none*

**all participants were invited*

The details of which instrument was used to answer my research questions are listed in Table 4 below.

Table 4. Research questions and Instruments

Research Question	*Instrument(s)*	*Participants*
RQ 1: Based on Herzberg's motivation-hygiene theory, how and to what extent did the optional professional development serve as a professional knowledge growth for new adjuncts at UCLA Extension?	Surveys	Adjuncts
	Interviews	Adjuncts
	Focus Group	Staff and director (Learning Support)

RQ 2: Based on Maslow's hierarchical needs theory, how and to what extent did the optional professional development fulfill higher-level growth needs of new adjuncts at UCLA Extension?	Surveys	Adjuncts
	Interviews	Adjuncts
	Focus Group	Staff and director (Learning Support)

Validity of Data Sources.

Survey Instrument. I piloted my survey instrument for the first time at ASU in 2017. I administered the survey to a small group of 10 adjuncts with a 100% response rate. The survey had two constructs, the first construct measured adjuncts' perceptions on their professional growth needs and the second construct measured the perceptions of adjuncts on their higher-level growth needs. The questions in the first construct appeared to measure the same information that was needed to answer the first research question, and the second construct regarding the second research question. I then requested feedback from adjuncts and the Director of the program on the construction of survey questions to ensure I did not have any double-barreled or confusing questions. I did not delete any questions, but did revise questions related to teaching methodologies. I administered this revised survey instrument to a group of 12 adjuncts in fall 2017 and requested feedback. Based on their feedback, I made further modifications to the for the survey I administered fall 2018.

Interview Instrument. During the action research cycle at ASU in 2017, I piloted my interview instrument to a small group of six adjuncts. It was intended to measure their job satisfaction after participating in a teaching workshop. I requested feedback from adjuncts and the Director on their understanding of each interview question to ensure it matched the qualitative data I intended to gather. I revised the interview questions and administered them again in fall 2017.

Focus Group Instrument. I piloted the focus group instrument to a group of two staff members who conducted the teaching workshop at ASU in 2017. I designed the focus group to measure the perceptions of those staff members on the impact of the workshop on adjuncts. I requested feedback from the staff members and the Director on the focus group questions. Based on the feedback received, I revised the questions and administered them again in fall 2018.

After piloting all three of my instruments in early 2017, namely the surveys, interviews and focus group, I compared the results from the survey instrument with interviews and focus group. I observed a strong relationship between all the data analyzed from surveys, interviews and focus group. I observed that participating in a workshop resulted in improved perceptions of adjuncts on their professional growth and higher-level needs. Since I compared the results from one instrument with the results from other instruments, they were validated through criterion-related evidence of validity (Fraenkel & Wallen, 2005). I repeated this verification of results obtained from surveys, interviews and focus group in fall 2017 when I once again administered these instruments.

Every time adjuncts participated in a workshop, they reported an improved sense of perceptions on their professional needs and higher-level growth needs being satisfied on an incremental basis. The goal when I piloted the instruments, and the subsequent iterations was to verify if the improved sense of perceptions of adjuncts only resulted from participating in the workshop, to measure the internal validity (Smith & Glass, 1987). I piloted the surveys, interviews and focus group as soon as the workshop concluded in 2017, to avoid any lapse in time to efficiently study the relationship between participating in the workshop and resulting in an improved sense of perceptions. I designed the questions to specifically measure adjuncts' perceptions as related to participating in the workshop to avoid any interference of alternative

causal effects (Fraenkel & Wallen, 2005). The feedback I received through data collection and specific inferences from subsequent interactions with adjuncts indeed pointed to adjuncts self-reporting that they perceived the workshop as the causal factor in their improved perceptions, hence establishing internal validity (Fraenkel & Wallen, 2005).

Chapter 4

DATA ANALYSIS AND RESULTS

My action research consisted of an innovation in the form of three trainings. These were offered to new adjuncts at UCLA Extension. In my study, I collected quantitative data throughout and analyzed using repeated measures ANCOVA model. I followed up with interviews from a select few of interest and analyzed the transcribed interviews. I then conducted a focus group with the director and staff and got their perspective of the optional trainings. I compared the statistical results from the surveys with the conclusions drawn from the interviews. I compared the results from the focus group with the conclusions drawn from the interviews and surveys.

During the final analysis, I integrated all the qualitative and quantitative data collected through various instruments. The inferences I made from the descriptive statistics of the surveys were cross-referenced with the ensuing codes from the analysis of interviews and the focus group. I used the results obtained from the first construct of the surveys and adjunct interviews to answer the first research question. I used the inferences that I made from the second construct of the surveys and adjunct interviews to answer the second research question.

I used sequential mixed-methods design and analyzed the perceptions of adjuncts about the optional trainings. To get a diverse range of assessments for my action research, I used multiple venues of data sources. This not only helped with the validity but also gave me a rich understanding of my study (Olsen, 2004). Mixing two or three methodologies and data sources in a research study is triangulation (Hesse-Biber, 2010). This was to ensure that the statistical findings from the quantitative data were triangulated with the results from the qualitative data (Creswell, Plano Clark, Gutmann & Hanson, 2003).

Quantitative Data Analysis and Results

I analyzed the surveys and obtained demographic information on participants in control and treatment group. I used the first construct in the survey to answer the first research question, and the second construct to answer the second research question. I listed a detailed analysis for each research question below.

Demographic Information. A total of 22 adjuncts from the treatment group and 17 adjuncts from the control group responded to surveys. The demographic information as it relates to their ethnicity is shown in Table 5 below.

Table 5

Ethnicity of adjuncts

Group	Caucasian	Hispanic	African-American	Asian	Other
Treatment	68.2%	9.1%	4.5%	9.1%	9.1%
Control	70.6%	0.0%	11.8%	5.9%	11.8%

A majority of adjuncts in both treatment and control group were of Caucasian descent. In the treatment group, 68.2% percent of adjuncts reported to be of Caucasian descent and 70.6% of the control group reported the same. Hispanic adjuncts formed 9.1% of the treatment group while there were no Hispanic adjuncts in the control group. The treatment group had 4.5% as adjuncts with African-American heritage whereas the control group had 11.8% reporting the same. Asian adjuncts formed 9.1% of the treatment group and 5.9% of the control group.

The survey also requested adjuncts to disclose their gender and the results are described below. Male adjuncts formed a majority of respondents in both treatment and control group.

Male adjuncts constituted 72.7% of the treatment group and 70.6% of the control group. Female adjuncts only formed 27.3% of the treatment group and 27.3% of control group.

Another demographic question requested adjuncts to report their employment status outside of Extension. The results are shown in Table 6 below.

Table 6

Employment status of adjuncts

Group	Employed 40+ hours/week	Employed 30-40 hours/week	Employed 20-30 hours/week	Employed less than 20 hours/week
Treatment	13.6%	77.3%	9.1%	0.0%
Control	11.8%	76.5%	11.8%	0.0%

A majority of adjuncts, 77.3% in treatment group and 76.5% in control group were at least employed on a full-time basis outside of Extension.

Also, I was interested in how many years of college-level teaching experience did adjuncts possess in both control and treatment groups. The results are displayed in Table 7 below.

Table 7

Years of college-level teaching experience of adjuncts

Group	First year	Second year	Third year	Fourth year	Fifth year +
Treatment	31.8%	36.4%	13.6%	13.6%	4.5%
Control	17.6%	31.8%	5.9%	0.0%	35.2%

***Chi-Square Analysis for Demographic Variables*.** I performed Chi-Square analysis for each of the demographic variables to analyze any association between control and treatment groups for any of the demographic variables.

The first demographic was ethnicity of adjuncts. I found the p-value for this analysis to be 0.663, which was higher than the significance level of 0.05. For this reason, I found that there was no significant association between control and treatment groups as it pertained to ethnicity of adjuncts between treatment and control groups. The representation of the analysis was $\chi^2(4, N = 39) = 2.398$, $p = 0.663$ with 4 degrees of freedom, a sample size of 39 and a reported value of 2.398 for this analysis.

I performed the same Chi-Square analysis for the second demographic variable, gender. I found the p-value for this analysis to be 0.883, which was higher than the significance level of 0.05. For this reason, there was no significant association between control and treatment groups as it pertained to gender of adjuncts between treatment and control groups. The representation of the analysis was $\chi^2(1, N = 39) = 0.022$, $p = 0.883$ with 1 degree of freedom, a sample size of 39 and a reported value of 0.022 for this analysis.

For the third demographic variable, the employment status, I performed the Chi-Square analysis as well. I found the p-value for this analysis as 0.954, which was higher than the significance level of 0.05. For this reason, there was no significant association between control and treatment groups as it pertained to employment status of adjuncts between treatment and control groups. The representation of the analysis was $\chi^2(2, N = 39) = 0.094$, $p = 0.954$ with 2 degrees of freedom, a sample size of 39 and a reported value of 0.094 for this analysis.

The last demographic variable was the teaching experience of adjuncts. For the Chi-Square analysis, I found the p-value as 0.068, which was higher than the significance level of

0.05. For this reason, there was no significant association between control and treatment groups as it pertained to teaching experience of adjuncts between treatment and control groups. The representation of the analysis was $\chi^2(4, N = 39) = 8.741$, $p = 0.068$ with 4 degrees of freedom, a sample size of 39 and a reported value of 8.741 for this analysis.

Cronbach's Alpha. I ran the reliability statistics for internal consistency for each time I administered the survey to both control and treatment groups. For each of those times, I calculated the values of Cronbach's alpha for each of the first and second constructs, and the overall survey instrument. The results are displayed in Table 8 below.

Table 8

Reliability Statistics, Cronbach's Alpha

Questions administered to control and treatment group	Pre-workshop	Post-workshop	Post-roundtables
First Construct	0.813	0.764	0.756
Second Construct	0.846	0.817	0.801
Overall	0.901	0.865	0.851

When I administered the survey before the workshop began to 44 adjuncts, I received 37 responses, with the response rate being 84.1%. The first construct consisted of questions that measured the perceptions of adjuncts on their professional knowledge growth. The coefficient for this construct was 0.813 which translated to good internal consistency (George & Mallery, 2003). The second construct measured the perceptions of adjuncts on satisfying their higher-level growth needs. The coefficient for this construct was 0.846, resulting in good internal consistency (George & Mallery, 2003). The coefficient for the overall survey instrument was 0.901 with an excellent internal consistency (George & Mallery, 2003).

I administered the survey again after conducting the workshop, and received 38 responses, with the response rate being 86.4%. The coefficient for the first construct was 0.764 which translated to an acceptable internal consistency (George & Mallery, 2003). The coefficient for the second construct was 0.817, resulting in good internal consistency (George & Mallery, 2003). The coefficient for the overall survey instrument was 0.865 with a good internal consistency (George & Mallery, 2003).

At the end of the quarter, I administered the survey instrument for the third time, and received 37 responses, with the response rate being 86.0%. The coefficient for the first construct was 0.756 which translated to an acceptable internal consistency (George & Mallery, 2003). The coefficient for the second construct was 0.801, resulting in good internal consistency (George & Mallery, 2003). The coefficient for the overall survey instrument was 0.851 with a good internal consistency (George & Mallery, 2003).

First research question. I recorded and analyzed the scores from the pre-optional professional development surveys from the control and treatment groups. Since the assignment of participants to the groups was not random, I needed to account for the scores from the pre-optional professional development surveys for data analysis, this was a threat to internal validity (Tabachnick & Fidell, 2013). For this reason, the scores from the pre-optional professional development survey were treated as the covariate. All these surveys were administered to both the control and treatment groups.

A repeated-measures analysis of covariance (ANCOVA) model which uses a covariate in its data analysis was best suited for my action research study as it accounted for the discrepancy of the pre-test scores while analyzing the impact of the optional trainings (Tabachnick & Fidell, 2013). Since measurements were observed at multiple points of time in succession, I used

repeated measures ANCOVA model for data analysis. An ANCOVA model is similar to ANOVA except that pretest scores of control and treatment groups are labeled as a covariate, such that any discrepancies in the pretest scores are accounted for while exploring if the impact of the treatment was significant (Tabachnick & Fidell, 2013). A repeated measures ANCOVA model measures the same construct during multiple time intervals (Tabachnick & Fidell, 2013).

I used the first construct in these surveys to answer the first research question on how the optional trainings helped adjuncts' professional knowledge growth. The first research question in my study was: *Based on Herzberg's motivation-hygiene theory, how and to what extent did the optional professional development serve as a professional knowledge growth for new adjuncts at UCLA Extension?*

Since measurements were observed at multiple points of time in succession, I used repeated measures ANCOVA model for data analysis. All the data analyses below only refer to the first construct.

I calculated the significance values using version 24 of SPSS© software. I used the significance level of 0.05 for this study. I compared the calculated value with the significance level and made the decision on whether the optional trainings had a statistically significant impact on the professional knowledge growth of adjuncts. The null and alternative hypotheses that were used to answer the first research question (using the results from the first survey construct) are as follows:

H_0: *There was no difference in perceptions of adjuncts about their professional knowledge growth after the optional trainings as compared to the control group.*

H_1: *There was a difference in perceptions of adjuncts about their professional knowledge growth after the optional trainings as compared to the control group.*

In my model for analysis, the following are the variables:

independent variables: new adjuncts who participated in optional trainings; new adjuncts who did not participate in optional trainings

dependent variable: professional knowledge growth of new adjuncts as measured from the post- workshop and post-roundtables surveys

covariate: scores from the first construct of pre-optional professional development survey

First assumption in ANCOVA model. The assumption in any ANCOVA analysis was that covariate and the independent variable are independent of each other (Kim, 2018). In my research study, it means that there shouldn't be a significant difference in the pre-optional professional development surveys between the treatment and control groups. I ran an ANOVA univariate analysis with the independent variable as the group (treatment and control groups) and the dependent variable as the scores from the pre-optional professional development surveys from the treatment and control groups as pertaining to the first construct. This constituted question 9 on the survey. I received 20 responses from the treatment group of adjuncts from the pre-optional professional development surveys. I received 17 responses from the control group of adjuncts from the pre-optional professional development surveys, who opted out of participating in my action research study. I used the significance value of 0.05 for this analysis.

I found the significance value to be 0.427, so there was no statistically significant difference between the pre-optional professional development scores between the treatment and control groups for the first construct, for the three conditions [$F(1, 1) = 0.645$, $p = 0.427$]. This analysis satisfied the first assumption.

Second assumption in ANCOVA model. The second assumption was to test the homogeneity of regression (Kim, 2018). I ran this analysis by having the independent variable as

Group (treatment and control groups) and the dependent variable as the scores from the post-workshop surveys from the first construct, with the covariate being the scores from the pre-optional professional development surveys from the first construct. I used the significance value of 0.05 for this analysis.

I found the significance value to be 0.115, meaning this was non-significant and met the homogeneity of regression condition, for the three conditions [$F(3, 1) = 10.890$, $p = 0.115$]. This analysis satisfied the second assumption.

Repeated measures ANCOVA model for First Research Question. As the two assumptions are satisfied, I continued with the repeated measures ANCOVA analysis. The covariate was the data from pre-optional professional development surveys administered to both control and treatment groups as pertaining to the first construct (PreOPD_Con1). The two levels of output measures were the scores from the post-workshop survey and the post-roundtables survey for the first construct. I used the significance value of 0.05 for this analysis. I found the significance level to be 0.024 for this analysis. Accounting for the covariate scores from the first construct of pre-optional professional development, there was a significant difference in perceptions of adjuncts about their professional knowledge growth after participating in the trainings, as compared to the control group, $F(1, 1) = 5.590$, $p = 0.024$. In other words, the treatment group perceived a significant improvement in their professional knowledge after the innovation, as compared to the control group.

Practical Significance. To measure the practical significance, Cohen's *d* value or partial Eta Squared values are used. As shown in Table 9 above, I found the value of Partial Eta Squared to be 0.145 for my analysis. The following are used as a guideline to interpret the Partial Eta Squared values to gauge the practical significance: values below 0.60 are considered to have a

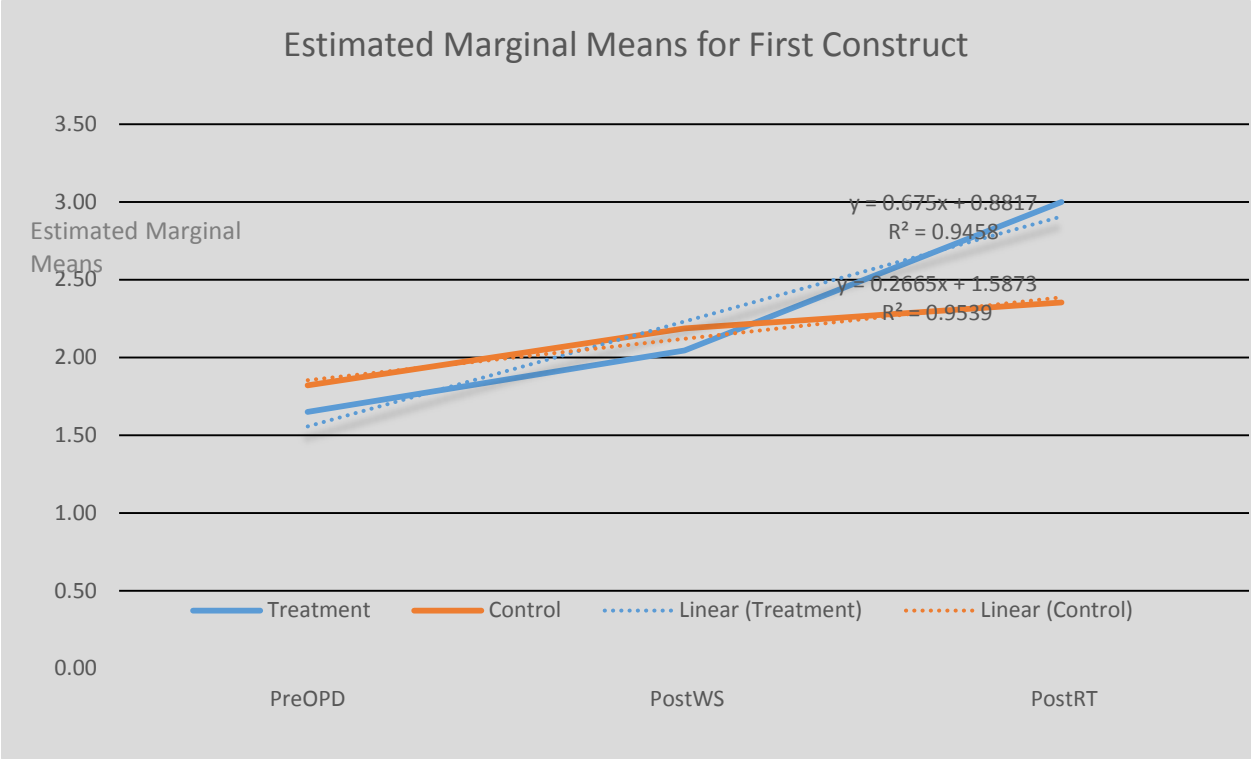
small effect, values between 0.060 and 0.140 are considered to have an intermediate effect, and values between 0.140 and 0.200 are considered to have a large effect (Morris, 2008). Based on my analysis, the trainings had a large practical significance on the perceptions on adjuncts about their professional knowledge growth. This improvement in perceptions was large enough that such trainings should be used in future professional development sessions and implies the large degree of usefulness of the results at workplace.

Descriptive Statistics and Scatter Plot. I included all the questions under the first construct from the pre-optional professional development and labeled them as PreOPD. I included all the questions under the first construct from the post-workshop and labeled them as PostWS. I included all the questions under the first construct from the post-roundtable sessions and labeled them as PostRT. Questions 4-9 of the survey were my first construct. The survey can be found in Appendix A.

For the first construct, I compared the estimated marginal means for both control and treatment groups, for the surveys from pre-optional professional development (PreOPD), post-workshop (PostWS) and post-roundtable sessions (PostRT) and used a scatter plot as shown in Figure 4 below.

Figure 4

Estimated Marginal Means for First Construct



I collected survey data at three different points in my study. For control and treatment groups, I analyzed the change in adjuncts' perceptions from before the professional development was offered (PreOPD), to after the first workshop was administered (PostWS). For both groups, I observed the same, minimal increase in perceptions of adjuncts with respect to satisfying their professional needs. A similar trend observed with the control group. However, after this, adjuncts participated in two consecutive roundtable sessions, one in the middle of the quarter and one towards the end of the quarter. The roundtable sessions provided adjuncts multiple opportunities to develop their teaching and professional skills with the guidance of experienced adjuncts as well as their peers. This was however not available for the control group. For this reason, I analyzed the survey data for control and treatment groups from after the workshop

(PostWS) and after when both the roundtable sessions have concluded. This measurement spans a longer timeline when compared to the first analysis. At this stage, I saw a significant increase in the perceptions of adjuncts in their professional skills when compared to the control group.

When I ran a one-way ANCOVA with the first construct of the PreOPD as the covariate, and the dependent variable as the first construct of PostWS, I found the significance value to be 0.408, which was more than the benchmark of 0.05, under the conditions $F(1, 1) = 0.729$, $p = 0.408$. Hence, I did not observe a statistical significance in the perceptions of adjuncts after participating in the workshop. This correlated with the corresponding time portion in Figure 4 above, where I did not see a significant increase in perceptions of adjuncts.

I repeated this procedure with a different dependent variable. This time, I ran a one-way ANCOVA with the first construct of the PostWS as the covariate, with the dependent variable being the first construct of PostRT. I found the significance value to be 0.000, which was less than the benchmark value of 0.05, under the conditions $F (1, 1) = 28.348$, $p = 0.000$. In this case, I observed a statistical significance in the perceptions of adjuncts after participating in the roundtable sessions. This correlated with the corresponding time portion in Figure 4 above, where I did observe a significant increase in perceptions of adjuncts.

Throughout the innovation, starting from the pre-optional professional development (PreOPD), post-workshop (PostWS) and post-roundtable sessions (PostRT), the Estimated Marginal Means for both control and treatment group increased. However, there is a significant increase in the Estimated Marginal Means for the treatment group as compared to that of the control group. When I plotted a trendline for each of the treatment and control groups, I found the value of the slope for the trendline for treatment group to be 0.675, a steeper increase as compared to the slope for the trendline for the control group which was 0.266. In sum, over the

course of the innovation, adjuncts who participated in trainings perceived a higher degree (to the factor of 2.5) of growth in their professional knowledge and skills, as compared to adjuncts who did not participate in any trainings.

Second research question. I used the second construct in these surveys to answer the second research question on how the optional trainings helped adjuncts' higher-level growth needs. The second research question in my study was:

Research Question 2: Based on Maslow's hierarchical needs theory, how and to what extent did the optional professional development fulfill higher-level growth needs of new adjuncts at UCLA Extension?

Since measurements were observed at multiple points of time in succession, I used repeated measures ANCOVA model for data analysis. All the data analyses below only refer to the second construct.

I calculated the significance values using version 24 of SPSS© software. I used the significance level of 0.05 for this study. I compared the calculated value with the significance level and made the decision on whether the optional trainings had a statistically significant impact on the higher-level growth needs of adjuncts. The null and alternative hypotheses that were used to answer the second research question (using the results from the second survey construct) are as follows:

H_0: *There was no difference in perceptions of adjuncts on satisfying their higher-level growth needs after the optional trainings as compared to the control group.*

H_1: *There was a difference in perceptions of adjuncts on satisfying their higher-level growth needs after the optional trainings as compared to the control group*

In my model for analysis, the following are the variables:

independent variables: new adjuncts who participated in optional trainings; new adjuncts who did not participate in optional trainings

dependent variable: higher-level growth needs of new adjuncts as measured from the post-workshop and post-roundtables surveys

covariate: scores from the second construct of the pre-optional professional development survey

As mentioned in Chapter 2, based on the literature of theories proposed by Maslow and Herzberg and their subsequent utilization in professional development workshops, following are the terms associated with my research questions. For the first research question, I associated improved teaching skills and proficiency in educational technology as satisfying the needs of adjuncts as it relates to growth in their professional knowledge. I associated questions 4-9 with the first construct in the survey. I utilized the first construct in answering the first research question about satisfying adjuncts' needs for growth in their professional knowledge.

For the second research question, I associated support at workplace, establishment of professional relationships and sense of belonging as satisfying the needs of adjuncts as it relates to their higher-level growth. I associated questions 10-18 with the second construct in the survey. I utilized the second construct in answering the second research question regarding higher-level growth needs of adjuncts. The survey instrument can be found in Appendix A.

First assumption in ANCOVA model. The assumption in any ANCOVA analysis was that covariate and the independent variable are independent (Kim, 2018). In my research study, it means that there shouldn't be a significant difference in the pre-optional professional development surveys between the treatment and control groups. I ran an ANOVA univariate analysis with the independent variable as the group (treatment and control groups) and the

dependent variable as the scores from the pre-optional professional development surveys from the treatment and control groups as pertaining to the second construct. I received 20 responses related to the second construct from the treatment group and 17 from the control group from the pre-optional professional development survey. I used the significance value of 0.05 for this analysis.

I found the significance value to be 0.542, so there was no statistically significant difference between the pre-optional professional development scores between the treatment and control groups for the second construct, for the three conditions [$F(1, 1) = 0.378$, $p = 0.542$]. This analysis satisfied the first assumption.

Second assumption in ANCOVA model. The second assumption was to test the homogeneity of regression (Kim, 2018). I ran this analysis by having the independent variable as Group (treatment and control groups) and the dependent variable as the scores from the post-workshop surveys from the second construct, with the covariate being the scores from the pre-optional professional development surveys from the second construct. I received 22 responses from the treatment group and 16 responses from the Treatment group from the post-workshop surveys. I used the significance value of 0.05 for this analysis. I found the significance value to be 0.896, meaning this was non-significant and meets the homogeneity of regression condition, for the three conditions [$F(3, 1) = 0.017$, $p = 0.896$].

Repeated measures ANCOVA model for Second Research Question. As the two assumptions are satisfied, I continued with the repeated measures ANCOVA analysis. The covariate was the data from pre-optional professional development surveys administered to both control and treatment groups as pertaining to the second construct (PreOPD_Con2). The two levels of output measures were the scores from the post-workshop survey and the post-

roundtables survey for the second construct. I used the significance value of 0.05 for this analysis. I found the significance level to be 0.011 for this analysis. Accounting for the covariate scores from the second construct of pre-optional professional development, there was a significant difference in perceptions of adjuncts about their higher-level growth needs after participating in the trainings, as compared to the control group, $F(1, 1) = 7.360$, $p = 0.011$. Hence, the quantitative data analysis as pertaining to the second research question shows a statistical difference in perceptions of adjuncts about their higher-level growth needs after participating in the trainings.

Practical Significance. To measure the practical significance, Cohen's *d* value or partial Eta Squared values are used. As shown in Table 15 above, I found the value of Partial Eta Squared to be 0.182 for my analysis. The following are used as a guideline to interpret the Partial Eta Squared values to gauge the practical significance: values below 0.60 are considered to have a small effect, values between 0.060 and 0.140 are considered to have an intermediate effect, and values between 0.140 and 0.200 are considered to have a large effect (Morris, 2008). Based on my analysis, the trainings had a large practical significance on the perceptions on adjuncts about their higher-level growth needs.

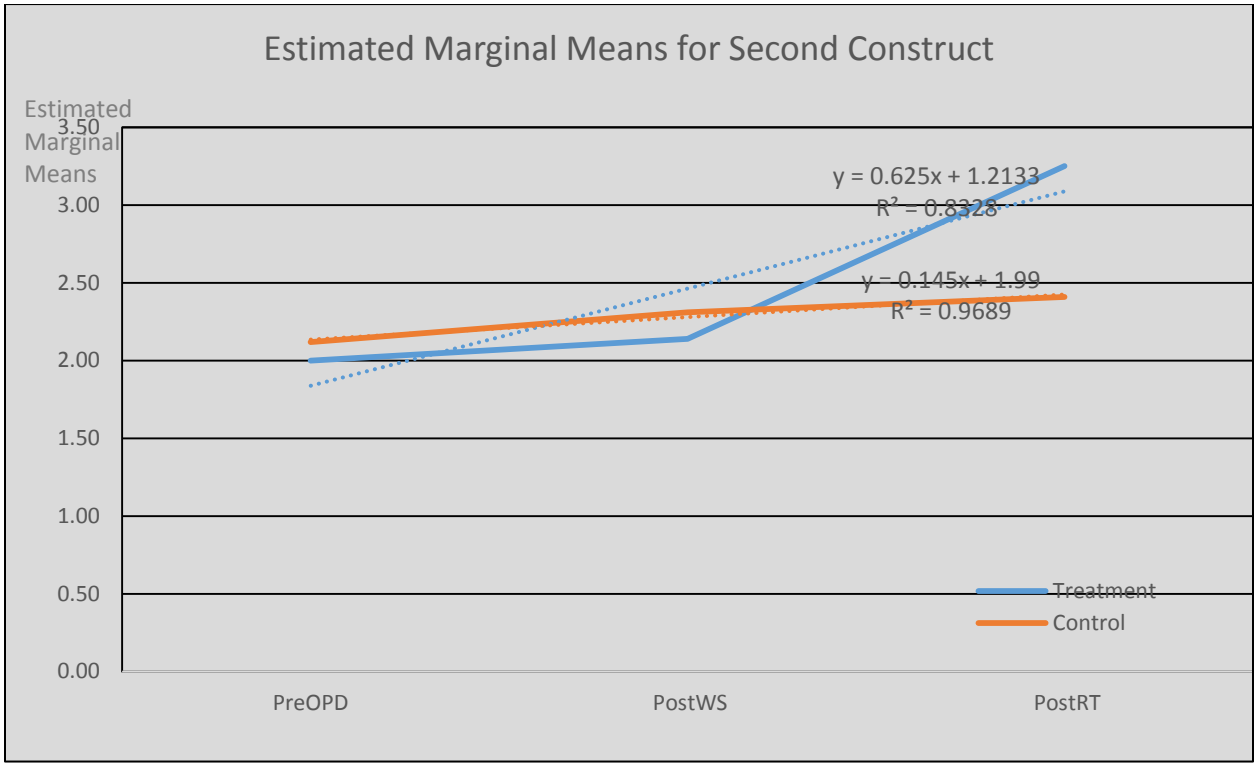
Descriptive Statistics and Scatter Plot. I included all the questions under the second construct from the pre-optional professional development and labeled them as PreOPD. I included all the questions under the second construct from the post-workshop and labeled them as PostWS. I included all the questions under the second construct from the post-roundtable sessions and labeled them as PostRT.

For the second construct, I compared the estimated marginal means for both control and treatment groups, for the surveys from pre-optional professional development (PreOPD), post-

workshop (PostWS) and post-roundtable sessions (PostRT) and used a scatter plot as shown below.

Figure 5

Estimated Marginal Means for Second Construct



For control and treatment groups, I analyzed the change in adjuncts' perceptions from before the professional development was offered (PreOPD), to after the first workshop was administered (PostWS). For both groups, I observed the same, minimal increase in perceptions of adjuncts with respect to satisfying their higher-level growth needs. A similar trend observed with the control group. However, after this, adjuncts participated in two consecutive roundtable sessions, one in the middle of the quarter and one towards the end of the quarter. The roundtable sessions provided adjuncts multiple opportunities to establish and strengthen professional relationships with staff, and other adjuncts. This was however not available for the control group.

For this reason, I analyzed the survey data for control and treatment groups from after the workshop (PostWS) and after when both the roundtable sessions have concluded. This measurement spans a longer timeline when compared to the first analysis. At this stage, I saw a significant increase in the perceptions of adjuncts with respect to satisfying their higher-level growth needs as compared to the control group.

When I ran a one-way ANCOVA with the second construct of the PreOPD as the covariate, and the dependent variable as the second construct of PostWS, I found the significance value to be 0.313, which was more than the benchmark of 0.05, under the conditions $F(1, 1) = 1.096$, $p = 0.313$. Hence, I did not observe a statistical significance in the perceptions of adjuncts after participating in the workshop. This correlated with the corresponding time portion in Figure 4 above, where I did not see a significant increase in perceptions of adjuncts.

I repeated this procedure with a different dependent variable. This time, I ran a one-way ANCOVA with the second construct of the PostWS as the covariate, with the dependent variable being the second construct of PostRT. I found the significance value to be 0.000, which was less than the benchmark value of 0.05, under the conditions $F(1, 1) = 43.975$, $p = 0.000$. In this case, I observed a statistical significance in the perceptions of adjuncts after participating in the roundtable sessions. This correlated with the corresponding time portion in Figure 4 above, where I did observe a significant increase in perceptions of adjuncts.

Throughout the innovation, starting from the pre-optional professional development (PreOPD), post-workshop (PostWS) and post-roundtable sessions (PostRT), the Estimated Marginal Means for both control and treatment group increased. However, there is a significant increase in the Estimated Marginal Means for the treatment group as compared to that of the control group. When I plotted a trendline for each of the treatment and control groups, I found

the value of the slope for the trendline for treatment group to be 0.625, a steeper increase as compared to the slope for the trendline for the control group which was 0.145. This meant that over the course of fall 2018 quarter, adjuncts who participated in trainings perceived a higher degree (to the factor of 4.3) of fulfilment of their higher-level growth needs, as compared to adjuncts who did not participate in any trainings.

Summary of Quantitative Findings. I used questions 4-9 in the survey to answer the first research question. These questions measured the perceptions of adjuncts on how the trainings served towards the growth in their professional knowledge. By performing repeated measures ANCOVA analysis on all survey data, I was able to establish that there was a statistical significance between the perceptions of adjuncts who participated in the trainings. I was able to imply that adjuncts who participated in all trainings perceived a significant improvement in their professional knowledge and skills. I also found that the trainings had a practical impact. I was able to conclude that the perceived improvement by adjuncts was large enough, that these trainings could serve as a framework for future workshops at Extension.

I used questions 10-18 in the survey to answer the second research question. These questions measured the perceptions of adjuncts on how the trainings served towards fulfilling their higher-level growth needs. By performing repeated measures ANCOVA analysis on all survey data, I was able to establish that there was a statistical significance between the perceptions of adjuncts who participated in the trainings. I was able to imply that adjuncts who participated in all trainings perceived a significant fulfilment of their higher-level growth needs. I also found that the trainings had a practical impact, and could serve as a framework for future professional development workshops.

Qualitative Data Analysis and Results

To conduct the qualitative analysis, I transcribed each of the four recorded interviews with adjuncts, and the focus group session with staff and the director, using www.rev.com transcribing services. I received the remaining two interviews written through email, so they were ready to be coded. I analyzed the transcripts from individual interviews using the constant comparative method's (Boeije, 2010) three levels of data analysis. I utilized open coding for the first level of data analysis, where transcripts were analyzed by every sentence. This provided me a code for each sentence of the transcript.

For the second level of data analysis, I re-read the coded transcripts and developed recurring themes on a broader level. This yielded fewer codes than the first level of coding as I aggregated many line-by-line codes into a broader theme of codes. This is axial coding where relationships between the previous line-by-line codes were identified. During the third level of coding, I used selective coding. This is where I further synthesized all the codes from the second level of coding to get meaningful core concepts (Boeije, 2010) from the interviews. I compared these core concepts to the results from the survey constructs.

As an example, after completing the first level of coding - open coding, I noticed that certain codes were emphasizing themes related to using technology in coursework and classrooms. During the next level, I gathered such themes to develop a broader theme as pertaining to educational technology. Finally, I was able to form a core concept that the training was able to enhance their professional knowledge in the area of educational technology, as pertaining to my first research question.

I grouped the ensuing themes, theme-related components and their assertions in Table 19 below.

Table 9

Themes, Theme-related Components and Core Concepts

Themes and Theme-related Components	Core Concepts
Educational Technology **(***professional knowledge growth)* 1. Adjuncts were able to incorporate technology effectively in to their teaching. 2. Adjuncts were successful in assigning coursework outside of classrooms using educational technology. 3. Adjuncts said that trainings provided opportunities to try and implement group discussions using technology during class.	**Core Concept 1**: Adjuncts perceived a growth in their professional knowledge after participating in trainings on educational technology, based on Herzberg's motivation-hygiene theory.
Improved teaching skills **(***professional knowledge growth)* 1. Adjuncts valued the feedback received from other adjuncts on their public speaking skills. 2. Adjuncts appreciated the different perspectives as demonstrated by experienced adjuncts' teaching sessions. 3. Adjuncts fostered innovation as they felt confident to implement new teaching strategies in classrooms.	**Core Concept 2**: Adjuncts experienced an improvement in their teaching skills, thus advancing their professional knowledge based on Herzberg's motivation-hygiene theory.
Sense of belonging **(***higher-level growth needs)* 1. Adjuncts created a network of trustworthiness by supporting each other in multiple aspects of professional lives. 2. Adjuncts experienced a sense of community and belonging as they developed professional relationships with other adjuncts.	**Core Concept 3**: Adjuncts formed a network of support and dependability, thus providing a sense of fulfilment of higher-level growth needs based on Maslow's hierarchical needs theory.

First Research Question. I used the first two core concepts, pertaining to educational technology and improved teaching skills to answer the first research question. The first research question in my study is: *Based on Herzberg's motivation-hygiene theory, how and to what extent did the optional professional development serve as a professional knowledge growth for new adjuncts at UCLA Extension?*

Core Concept 1. The first core concept is related to satisfying the needs of adjuncts in the area of professional knowledge growth. Adjuncts perceived a growth in their professional knowledge after participating in trainings on educational technology, based on Herzberg's motivation-hygiene theory. The following themes helped me formulate the first core concept. 1. Adjuncts were able to incorporate technology effectively in to their teaching. 2. Adjuncts were successful in assigning coursework outside of classrooms using educational technology. 3. Adjuncts said that trainings provided opportunities to try and implement group discussions using technology during class. I described below the qualitative data from interviews and focus group that helped me form the themes and the ensuing first core concept.

The workshop gave adjuncts an opportunity to familiarize themselves with new educational technology tools. Eddie appreciated how Panopto® was used by their students in sharing results across the classroom without having to move from their assigned seating and promoted active learning through group discussions, and said "It is wonderful how my students can still work where they are sitting and once done … they don't have to get … well they can show their answers to everyone in the classroom using this new tiny video tool. This gives a whole brand new meaning to group discussions … my students are now active in my class … solving their problems and they can't wait to show the rest what they got" (Eddie interview, December 17, 2018). Amy was similarly encouraged by the use of new technology tools in their

classroom. Amy said that the trainings provided to them prompted to research new upcoming educational tools that students can use to share their results outside of classroom as well, and said “After seeing how much beneficial this new one can be … I went home and umm … researched for newer tools so learning chemistry can become cool for kids. Can’t wait for the next quarter so I can use cooler tools to teach” (Adjuncts 4 interview, December 21, 2018). The director of Learning Support Team echoed these feelings during the focus group. The director said “Every time I show these like … educational technology tools to faculty and show them to properly use them … almost all of them take an immediate liking” (Focus group, January 4, 2019). One of the staff members mentioned what to do when some faculty are hesitant to using new technology by saying “That is why we gave them opportunities to not only implement this umm … but also share and discuss with others so they can slowly start to get comfortable” (Focus group, January 4, 2019).

Katherine admitted to not using much educational technology in their previous classes taught at another university. Katherine found the trainings very helpful and believed it complemented their teaching style and kept students busy and engaged in learning. Katherine said “I kinda knew that all these audio-visual tools existed at my other college but I didn’t know how to use them and didn’t think anyone would help me. This training … where the director went over and I could then use them in my classroom … well was a blessing. Now I don’t have to speak all the time… I can keep students busy by these tools while I monitor their progress by well … walking around” (Katherine interview, December 21, 2018).

Raquel took this a step further and assigned group discussion work outside of classroom as well. Raquel found that since students were more likely to be engaged and solve problems through these tools, they tried continuing this learning process using technology outside of

classroom. Raquel said “My students are engaged in class. Why would I want that to stop when they walk out of my class? That’s why I assigned homework aka group discussions to be completed outside of class … well so my students can stay engaged” (Raquel interview, January 31, 2019). The director of Learning Support Team mentioned that “Actually … one of the adjuncts came up to me towards the end of fall quarter umm … brought up more educational tools that came out recently. That’s when I felt our trainings made some impact … no?” (Focus group, January 4, 2019).

In my observations of adjuncts during the trainings in the form of field notes, I clearly noted the excitement that most adjuncts visually displayed. Every time a group figured out how to share their results with the rest of the adjuncts, I heard them either clap in joy, or talk across the room to other groups that how happy they were for now they can use new technology in their classes. From the interviews with adjuncts and the focus group with staff and director, it was evident that adjuncts welcomed the training on using new technology and implementing it in classrooms.

Core Concept 2. The second core concept is related to satisfying the needs of adjuncts in the area of professional knowledge growth. Adjuncts experienced an improvement in their teaching skills, thus advancing their professional knowledge based on Herzberg’s motivation-hygiene theory. The following themes helped me formulate the second core concept. 1. Adjuncts valued the feedback received from other adjuncts on their public speaking skills. 2. Adjuncts appreciated the different perspectives as demonstrated by experienced adjuncts’ teaching sessions. 3. Adjuncts fostered innovation as they felt confident to implement new teaching strategies in classrooms. I described below the qualitative data from interviews and focus group that helped me form the themes and the ensuing second core concept.

Experienced adjuncts implemented teaching demonstrations during the workshop and also led the roundtable sessions. Eddie felt that having adjuncts give feedback to each other on how to lecture and teach in a classroom was very valuable, by saying "Having me just teach without knowing if its working is one thing … but well umm getting constructive feedback from other adjuncts … definitely ups the game don't you think?" (Eddie interview, December 17, 2018). Raquel conveyed that they were able to modify their presentation skills after going through the trainings, "I knew something was missing … in my teaching … I tried my best and umm still students were not always listening to me … watching them watch me teach and umm tell me … made me realize I need to crack a joke here or there … and to actually talk to my students and … engage them" (Raquel interview, January 31, 2019).

Another aspect that helped adjuncts was that experienced adjuncts presenting and teaching a topic for adjuncts to observe. Irina conveyed that "No wonder these guys have been conducting workshops at other colleges … they are really good at teaching. Watching them teach … gave me a … totally different way of teaching this … like stoichiometry" (Irina interview, December 20, 2018). Katherine appreciated the guidance from experienced adjuncts, "Why didn't they do this at my other college? I loved … watching them just teach … I learned how to engage umm … to get my students interested … and actually learn" (Katherine interview, December 21, 2019).

The continuous emphasis on teaching skills and feedback on teaching methods throughout the quarter (workshop, first and second roundtable sessions) encouraged adjuncts to improvise their teaching. Raquel felt that by interacting with other adjuncts and the mentorship by experienced adjuncts at different times of the quarter gave them the confidence to be innovative. Raquel said that "Knowing I am being trained by experts … I felt bold enough to

change how I teach. Well then to see if it works… and like keep doing it" (Raquel interview, January 31, 2019). Amy said "I can't believe … first I felt like they were pushing me… but as I saw more of them at trainings … I took their advice on trying new methods in class teaching … and glad I did" (Amy interview, December 21, 2018).

At the end of the second roundtable session, I saw the director talk to the staff that they are excited to make an impact on adjuncts who were now trying different approaches to teaching. During the focus group, a staff member mentioned that they haven't seen adjuncts respond positively before by saying "Usually they just stick to the only way they know to teach, I am happy they are changing" (Focus group, January 4, 2019).

Second Research Question. I used the third core concept, pertaining to sense of belonging to answer the second research question. The second research question in my study is: *Based on Maslow's hierarchical needs theory, how and to what extent did participation in the optional professional development impact adjuncts' higher-level growth needs?*

Core Concept 3. The third core concept is related to satisfying the higher-level growth needs of adjuncts in terms of personal fulfilment and professional support, based on Herzberg's motivation-hygiene theory. The following themes helped me formulate the third core concept. 1. Adjuncts created a network of trustworthiness by supporting each other in multiple aspects of professional lives. 2. Adjuncts experienced a sense of community and belonging as they developed professional relationships with other adjuncts. I described below the qualitative data from interviews and focus group that helped me form the themes and the ensuing third core concept.

Adjuncts experienced a strong sense of community having participated in multiple trainings with the same adjuncts. Katherine felt that all adjuncts from the trainings formed their own group and supported healthy teaching practices. Katherine said "I feel like we are our own group. I looked forward to seeing my group every time there was a training … tell them what I taught" (Katherine interview, December 21, 2019). Deb echoed this by saying "I am excited to go to work … well… to meet my friends and its fun" (Deb interview, January 29, 2019). Eddie expressed optimism about future quarters by saying "At my other places I was hesitant to take on new courses knowing there won't be much support … frankly here too … but … umm now I know my friends will help me … anything I need them for" (Eddie interview, December 17, 2018). Raquel was ecstatic while describing the whole experience, "I love the trainings you guys did … umm … not only did I learn something but … having friendly people you can see all the time at work and … umm just work with … it is good" (Raquel interview, January 31, 2019).

Irina conveyed that adjuncts invite each other from the training to their classrooms, to provide constructive feedback about their teaching. "Well … we all tell each other to come and watch us teach. I would rather they tell me what's wrong with my teaching than my students … I know I can always count on them" (Irina interview, December 20, 2019). Amy stated that adjuncts from the training can depend on each other when it comes to teaching. "I always know one of them will really tell me when my I'm not engaging my students in my lecture. And they know I would do the same" (Amy interview, December 21, 2018). Katherine was looking forward to future trainings with other adjuncts, "I can't wait to see what you have in store for us for later … just tell us and … umm we will be there" (Katherine interview, December 21, 2019).

The staff members were delighted to share that they have observed adjuncts from the training sessions at other work events, lunches, and meetings. A staff member said "I see the

same people now everywhere together … they are at lunch events … get togethers you name it" (Focus group, January 4, 2019). Another staff member was equally excited that "It gives us a sense of satisfaction when we see how … our trainings can well … create these meaningful relationships" (Focus group, January 4, 2019).

Summary of Qualitative Findings. The core concepts pertaining to educational technology and improved teaching skills helped me answer the first research question. Adjuncts experienced an improvement in their teaching skills and perceived a growth in their professional knowledge after participating in the trainings. Based on Herzberg's motivation-hygiene theory, trainings helped adjuncts with their professional needs. The core concepts pertaining to sense of belonging helped me answer the second research question. Adjuncts were able to create their own network of support and professional relationships. Based on Maslow's hierarchical needs theory, trainings fulfilled the higher-level growth needs of adjuncts.

Summary of Results

The results from the repeated measures ANCOVA analysis on the first construct of all the administered surveys showed that the trainings had a statistical impact on the professional knowledge growth of adjuncts. I was able to imply that adjuncts who participated in all trainings perceived a significant improvement in their professional knowledge and skills. I found that this also had a large practical significance. I was able to conclude that the perceived improvement by adjuncts was large enough, that these trainings could serve as a framework for future workshops at Extension. The qualitative data analysis revealed that the adjuncts perceived that their teaching skills improved and they were more actively engaged their students, thus fulfilling their needs for professional growth.

The results from the repeated measures ANCOVA analysis on the second construct of all the administered surveys showed that the trainings had a statistical impact on their perceptions of fulfilling their higher-level growth needs through creating professional working relationships and a sense of community. I found that this also had a large practical significance. From interviews, I was able to gather that adjuncts believed the trainings impacted their professional growth. By developing the themes emerging from qualitative data analysis, adjuncts have formed meaningful work relationships, thus fulfilling their higher-level growth needs.

I invited adjuncts 2 and 5 individually, to review the results of my action research study. For each, I presented the results of quantitative and qualitative data analysis. I also presented the results from their coded responses and how they helped answer my research questions. Both adjuncts concurred with how their responses were interpreted in answering both research questions. They both considered trainings to have helped them immensely with their teaching methodologies, and also with forming a community of support among adjuncts. Irina was also appreciative of the tentative plans on continuing to offer optional trainings to adjuncts during the upcoming academic year.

Chapter 5

DISCUSSION

For my action research, I offered three trainings to new adjuncts at UCLA Extension: the workshop before the beginning of the fall 2018 quarter, the first roundtable session during the middle of the fall 2018 quarter, and the second roundtable session towards the end of the same quarter. I collected data from participants in the form of surveys, interviews and a focus group and analyzed quantitative and qualitative data to help answer both research questions. In this chapter, I discuss the complementarity of quantitative and qualitative data in my action research. I then discuss the implications of results for my workplace and for future action research cycles.

Discussion of Results in Relation to Literature

My action research and innovation were inspired by workshops conducted by Boord (2010) and Waltman, Bergom, Hollenshead, Miller, and August (2012). Boord (2010) and Waltman, Bergom, Hollenshead, Miller, and August (2012) found that faculty valued the positive difference such workshops made on their teaching skills and pedagogy, thus fulfilling their professional needs according to Herzberg's motivation-hygiene theory. Adjuncts who participated in my action research reported similar perceptions. From surveys, I was able to gather that after participating in the trainings, adjuncts perceived a statistically significant improvement in their teaching skills. I also found that these trainings had a large practical significance. According to Herzberg's motivation-hygiene theory, the trainings were able to fulfil the professional growth needs of adjuncts to a large extent.

Boord (2010) and Waltman, Bergom, Hollenshead, Miller, and August (2012) also found that their workshops boosted the morale of faculty and made them feel that they were an integral part of the workplace community. This, they believed fulfilled the higher-level growth needs of

their faculty, based on Maslow's hierarchical needs theory. In my study, adjuncts experienced a sense of community and belonging after participating in trainings. They also developed working relationships with other adjuncts and form a network of professional support. According to Maslow's hierarchical needs theory, the trainings fulfilled the higher-level growth needs of adjuncts.

By participating in all trainings, adjuncts perceived a significant difference in their professional growth according to Herzberg's motivation-hygiene theory and also were able to fulfil their higher-level growth needs at workplace based on Maslow's hierarchical needs theory.

In comparison to studies by Boord (2010) and Waltman, Bergom, Hollenshead, Miller, and August (2012), the demographics at Extension were different. A majority of adjuncts were Caucasian male and held a full-time position outside of Extension. They were teaching at Extension to either begin or enhance their professions in an academic environment. In these aspects demographically, the study of adjuncts in my research was one of the very few which addressed the professional needs of adjuncts. Though different demographically, adjuncts in my study expressed similar desires and interests in the field of professional development. The above-mentioned studies served as a framework for my innovation. Also, the workshops offered as innovation had a similar impact on the perceptions of adjuncts, as in they perceived an improvement in their professional skills and satisfaction of their higher-level growth needs.

The workshops conducted in Boord (2010) and Waltman et al. (2012) sought to address the higher-level growth needs of adjuncts. According to Maslow's hierarchical needs theory, lower-level needs need to be addressed before an employee can satisfy their higher-level growth needs. Adjuncts in my study were made aware of the annual raises in pay, though minimal, which provided a sense of reprieve. They were also informed of the various opportunities to earn

supplemental income. This partially addressed the lower-level needs of adjuncts. Hence, my study was able to address the next, higher-level growth needs in terms of building professional relationships. In interviews, adjuncts voiced how they perceived a supportive work environment and expressed their desire to continue teaching at the institution along with other adjuncts. A future research cycle could address how and to what extent this cycle of innovation and action research contributed to retention of adjuncts.

Reliability and Trustworthiness

By sharing the findings from multiple sources, I was able to check the validity (Fielding, 2012). I linked different methodologies and assessed the reliability as well (Hesse-Biber, 2010). Reliability refers to the consistency of the data collected from multiple instruments (Fraenkel & Wallen, 2005) or the repeatability of the data being collected (Venkatesh, Brown, & Bala, 2013). By using multiple avenues of data collection, I was able to check if the results were very similar across the instruments and assessed their reliability. For this reason, I ensured the trustworthiness of the collected data by comparing the results from each of the surveys, interviews and the focus group.

To increase the trustworthiness of the data analyzed, I used member-checking technique (Creswell & Miller, 2000). Member-checking the results also explored the credibility of the results (Birt, Scott, Cavers, Campbell & Walter, 2016). This gave new adjuncts who participated in my data collection process an opportunity to review the results. They then conveyed to me if their responses were understood and analyzed as they intended them to be (Birt et al., 2016).

Threats to Validity. I described below the threats to the validity of my study.

History. Every time I administered the survey, I had it available for adjuncts for a duration of two weeks. During these two weeks, specific events could have occurred with any of the adjuncts that influenced their responses on the survey (Smith & Glass, 1987). To eliminate this threat of history for the next research cycle, I will be administering paper-based surveys at the end of each session and instantaneously collect the data.

Maturation. I conducted the action research over the course of an entire quarter, fall 2018 and continued to collect data at the beginning of the next quarter, winter 2019. During this maturation of time, adjuncts could have naturally perceived an improvement in their teaching skills and developing a sense of community. This is the maturation threat to the internal validity of my study (Smith & Glass, 1987).

Testing. Due to the pretest/treatment/posttest design of my study, I considered the practice effect as a threat to the internal validity of my study (Smith & Glass, 1987). I administered the survey three times during the study to adjuncts. I was able to decrease the practice effect was spacing out the length of time between each survey over the course of a quarter.

Attrition. I observed very minimal attrition in my study. I started with 24 adjuncts who participated in the workshop and the first roundtable. One of the adjuncts had to leave towards the end of the quarter but was invited to complete the survey. Even though I observed an attrition as a threat to the internal validity of my study (Smith & Glass, 1987), it was only one adjunct and I addressed this by seeking to gather their input. There was no attrition in the control group.

Hawthorne Effect. I feel that adjuncts who were part of the treatment group naturally felt the need to perform better or to at least have an improved sense of accomplishments because

they are aware of being part of a study (Smith & Glass, 1987). This Hawthorne effect is a threat to the external validity of my study.

Novelty Effect. Adjuncts were aware that the treatment program is brand new. The novelty of the study can lead to increased performance among participants, which might not be replicated for older programs (Smith & Glass, 1987). To minimize this effect, I will extend the duration of the study in time and will continue to collect data to ensure that the results are not a reflection of Novelty Effect.

Implications for Practice and for Future Action Research

The three optional trainings that I offered during fall 2018 quarter and the subsequent data analysis helped me and the Learning Support Team, gauge the impact these trainings had on adjuncts' perceptions. I found that adjuncts would want UCLA Extension to offer such trainings on a regular basis for future quarters. Adjuncts would like to utilize such trainings throughout the year. The immediate implication of my action research study is to continue to offer such trainings for the upcoming spring 2019 quarter.

I plan on researching further on various professional development workshops that are offered to faculty in terms of discipline-specific pedagogical trainings. The trainings offered in fall 2018 were limited, as in they covered teaching techniques for a broad population to accommodate the needs of all departments. By offering discipline-specific trainings, we could tailor such trainings based on the needs of each department. Discipline-specific trainings will result in a smaller population of adjuncts in each training, which could enable more one-on-one interaction between new adjuncts and training professionals.

Currently, the Learning Support Team and I are planning to offer these three trainings for the upcoming spring 2019 quarter. This is a part of a broader attempt to improve faculty morale

and retention. By continuing to provide more opportunities for professional development, the goal is to retain talented and experienced faculty. Also, providing continuous professional development to aid adjuncts with their teaching not only benefits their students but the institution as well. I consider the entire action research conducted for this study to be Action Research Cycle 1. The same three trainings that I plan on implementing in spring 2019 quarter would be Action Research Cycle 2. I would implement a workshop before the beginning of the spring 2019 quarter. I would then conduct a roundtable session during the middle of the spring 2019 quarter and offer another roundtable session towards the end of the quarter. Tentatively, I plan on using the same mixed-methods study for the second action research cycle. I will administer surveys to all new adjuncts, the ones who participate in all the trainings, and the ones who opt out of participating in any of the trainings. I will administer a survey before the beginning of the spring 2019 quarter before any trainings begin. I will administer the same survey after the workshop has concluded. Once both the roundtable sessions have concluded, I will then administer the survey again. I will follow up with individual interviews with adjuncts, and a focus group with staff from Learning Support Team. For the second action research cycle, I plan on extending the duration of the roundtable sessions. I plan on adding a component to enable more interaction between new adjuncts, staff and experienced adjuncts. I believe this extended interaction could make a significant difference in the extent to which new adjuncts will seek guidance from experienced adjuncts.

Another implication of my action research study is to offer more training sessions each quarter to address a wide variety of professional needs. During the interviews and surveys administered during the first action research cycle, though adjuncts expressed satisfaction with the trainings that were offered, they desired a more comprehensive package of trainings. I found

that adjuncts preferred customized trainings in the areas of science laboratory specific courses. Specifically, they desire trainings that would assist them with hardware instruments and their computer interfaces used in science laboratories.

The director also expressed that they wish they had more funding and more staff members in their unit so more comprehensive trainings can be provided on a regular basis. During the focus group, the director was committed to expanding the scope of professional development for adjuncts. Having more professional development personnel on board will help us expand the portfolio of trainings we can offer. Tentatively, we plan on offering more trainings related to teaching and pedagogy for adjuncts' during fall 2019 quarter.

All trainings conducted in fall 2018 and tentatively, for spring 2019 require(d) adjuncts to travel to campus on weekends. For fall 2019, we would be interested in offering some of the trainings in an online format. Based on the content and desired outcomes of professional development trainings, some online trainings could be designed to be synchronous in nature, which would require live online interactions between participants. However, some trainings that do not require live online interactions will warranty asynchronous meetings.

Lessons Learned

The range of values of response rate for all six surveys that I administered is 80.0% - 91.7% for the fall 2018 quarter. I administered all surveys online through Qualtrics® website. I started administering each survey the day after each of the corresponding training session concluded. I constantly had to follow up with adjuncts about responding to my surveys. In a future action research cycle, I plan on administering surveys in a paper format and have adjuncts

complete immediately after each training session concludes and before they leave the session. This I believe, could lead to a higher response rate.

In my original proposal, I wanted to conduct six individual, in-person interviews with adjuncts. I invited adjuncts through emails the day after the second roundtable session. This required a lot of email communications between adjuncts and I, along with logistical and scheduling issues. In the end, I conducted four in-person interviews. I was not able to schedule interviews with the other two adjuncts. For this reason, I had to obtain their responses through email. Once the second roundtable session concluded with the closing remarks, I should have scheduled interviews with interested adjuncts before they left the session.

I administered surveys at three different points of the fall 2018 quarter: before the optional professional development, after the workshop, and then after both the round-roundtable sessions have concluded. Though three data points helped me gauge the impact of trainings on adjuncts' perceptions, I feel that extending the time span of action research by another quarter would be beneficial. This would allow me to administer more surveys and collect more data points. This will be useful in studying the effect of trainings over a longer time span.

span.

As an action researcher, I found that the dual roles of being a researcher in your own workplace setting was challenging on a few occasions. During trainings, I had to always ensure not to insert myself into any conversations between participants and staff so as to not influence the proceedings and perceptions of adjuncts. I felt that collecting qualitative data through interviews and focus group was more tedious than anticipated. Knowing when and how to actively engage your interviewee is a mandatory skill for qualitative researchers, and I was able

to improve my skills in this area after conducting multiple individual interviews and a focus group. I certainly enjoyed analyzing quantitative data to get visual results of the action research. However, analyzing qualitative data and corroborating with quantitative results made me appreciate the profundity of mixed-methods research designs.

Naturalistic Generalizations.

I made every effort to describe in detail how I have conducted the innovation in my study. When it came to individual interviews that I conducted with adjuncts, I explicitly detailed their reactions to the professional development. I provided a thick description of each aspect of the study in terms of the local settings, methodologies and implications for my workplace, such that an action researcher in a similar setting as mine would be able to draw their own informed decisions while carrying out a similar study (Hellstrom, 2006). Though this study was tailored to address the needs of adjuncts at Extension, the subject and procedure used in my study could be portable in other such similar settings (Creswell, 2007). I hope that an action researcher aspiring to provide professional development opportunities at their workplace would be able to gain insight by reflecting on the descriptions in my study through naturalistic generalization (Melrose, 2009). They then will be able to identify instances that would resonate with their own experiences at workplace and make informed decisions (Melrose, 2009). In terms of naturalistic generalizations, the conclusions and interpretations that a reader would draw from my study could be used to construct the theoretical framework for their potential study (Melrose, 2009).

Conclusion

When I started action research studies in 2017, my interest was to support adjuncts with their professional aspirations. After researching multiple professional development workshops

around the nation and after obtaining real-time data from adjuncts at ASU and UCLA Extension expressing a desire for professional development, I was determined to offer such trainings as my innovation. This research study attempted to contribute to the global knowledge of professional development sessions implemented and accustomed to the needs of local universities and colleges. Due to the nature of action research study, multiple modifications had to be done to better serve the needs of our adjuncts. The methodologies, the layout and implementation of workshops were localized based on the needs at my workplace.

By offering optional professional development to adjuncts, I was able to see the impact it had on their professional ambitions and their morale, similar to the improvement in job satisfaction of faculty at various colleges and universities in the country. By modeling the trainings after successful professional development sessions around the country, I strove to make a positive impact at my local workplace. My hope is that the more we invest in training our faculty, the better it is for our student success, and the local community.

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APPENDIX A

SURVEY

Survey Consent Form

My name is Sid Sreekaram and I am a doctoral student under the direction of Professor Josephine Marsh in the Mary Lou Fulton's Teachers College at Arizona State University. I am conducting a research study to explore and measure the perceptions of new adjuncts at University of California, Los Angeles Extension (UCLA Extension).

I am inviting your participation, which will involve not more than 20 minutes to answer an online survey through Google Forms. The online survey consists of 18 multiple choice questions. All these questions are related to your role and responsibilities as an adjunct at UCLA Extension. You have the right not to answer any question, and to stop participation at any time. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. You must be 18 or older to participate in the study.

Any feedback received will help the college better prepare and plan future orientation sessions and training workshops. This will allow the college to better serve your teaching needs. There are no foreseeable risks or discomforts to your participation. Online surveys will be conducted through Google Forms to ensure that your IP addresses are not tracked. The results of this study may be used in reports, presentations, or publications but your name will not be used. The results from the confidential online surveys will only be shared in the aggregate form.

If you have any questions concerning the research study, please contact the research team at: josephine.marsh@asu.edu for Principal Investigator, Dr. Josephine Marsh; and ssreekar@asu.edu for Co-Investigator Siddhartha Sreekaram. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please proceed if you wish to be a part of this survey.

Thank you for your time and effort,
Sid Sreekaram
Program Coordinator
UCLA Extension

Survey Instrument

- Please specify your ethnicity.

  White / Hispanic or Latino / African American / Asian / Other

- Please specify your gender.

  Male / Female

- What is the highest degree or level of school you have completed? *If currently enrolled, highest degree received.*

  Bachelor's / Master's / Professional Degree / Doctorate

- Which of the following categories best describes your employment status?

  40+ hours a week / 30-40 hours a week / 20-30 a hours week / Less than 20 hours a week

Q1: Which course(s) do you teach:

Q2: How long have you been teaching at the college level? (AY = academic year)

within the last AY / for 1-2 AY / for 2-3 AY / for 3-4 AY / for more than 4 AY

Q3: How long have you been teaching at UCLA Extension? (AY = academic year)

within the last AY / for 1-2 AY / for 2-3 AY / for 3-4 AY / for more than 4 AY

Q4: I feel confident about presenting new topics in a classroom:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q5: I feel confident about facilitating group discussions in my class(es):

Strongly Disagree / Disagree / Agree / Strongly Agree

Q6: I understand how to use technology in a classroom:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q7: I understand how to integrate technology into my course materials (Panopto©, instructional videos etc.):

Strongly Disagree / Disagree / Agree / Strongly Agree

Q8: I feel confident about teaching my course:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q9: All things considered, based on answers to questions 4-8, I feel a sense of professional fulfilment:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q10: I have developed professional relationships with other adjuncts:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q11: I feel that I can provide valuable support to the growth of other adjuncts:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q12: I perceive that support will be provided by other adjuncts to help me grow in my role:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q13: I feel a strong sense of professional relationship with staff members:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q14: I perceive that support will be provided by staff and leadership to help me grow in my role:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q15: I am well informed in institutional policies and practices:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q16: I perceive a strong sense of belonging to the institution:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q17: I feel proud about being a teacher:

Strongly Disagree / Disagree / Agree / Strongly Agree

Q18: All things considered, based on answers to 11-18, I feel a sense of personal fulfilment

Strongly Disagree / Disagree / Agree / Strongly Agree

Q19: Is there anything else you would like to tell us?

APPENDIX B

FOCUS GROUP

Focus Group Consent Form

My name is Sid Sreekaram and I am a doctoral student under the direction of Professor Josephine Marsh in the Mary Lou Fulton's Teachers College at Arizona State University. I am conducting a research study to explore and measure the perceptions of new adjuncts at University of California, Los Angeles Extension (UCLA Extension).

We are asking for your help, which will involve your participation in a focus group concerning your knowledge, experiences, attitudes and beliefs about how you perceive the optional professional development as helping new adjuncts with their roles and responsibilities at UCLA Extension. We anticipate this session to take 45 minutes. I would like to audio record this focus group. The focus group will not be recorded without your permission. Please let me know if you do not want the focus group to be recorded; you also can change your mind after we start, just let me know.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate. There are no foreseeable risks or discomforts to your participation. Your responses will be confidential. Results from this study may be used in reports, presentations, or publications but your name will not be used.

If you have any questions concerning the research study, please contact the research team at: josephine.marsh@asu.edu for Principal Investigator, Dr. Josephine Marsh; and ssreekar@asu.edu for Co-Investigator Siddhartha Sreekaram. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please proceed if you wish to be a part of this survey.

Please let me know if you wish to be part of the study and will let me audio record your responses by verbally indicating your consent.

Thank you for your time and effort,
Sid Sreekaram
Program Coordinator

Focus Group Questions

Q1: The optional professional development addressed various aspects of teaching a course, such as presentation skills, facilitating group discussions and integrating technology in education. As a member of the staff and/or leadership, did you perceive this to be helpful to adjuncts in improving their quality of teaching? Please explain.

Q2: Do you perceive adjuncts to develop a strong sense of belonging with other adjuncts, staff and the institution? Please explain.

Q3: What is your overall perspective of the optional professional development as a member of the staff and/or leadership?

Q4: Is there anything else you would like to tell us?

APPENDIX C

LESSON PLAN FOR EXPERIENCED ADJUNCTS

Lesson plan for experienced adjuncts

The following are to be covered by the first experienced adjunct during the first session:

- **9:30am - 9:40am**: Teach a concept of your choosing. This topic has to be from a course that is being offered at UCLA Extension. Please use PowerPoints® and short videos to assist you in teaching your topic of choosing.
- **9:40am - 9:50am**: Advise new adjuncts to analyze your teaching demonstration. As a group, each group has to discuss various aspects of your teaching demonstration as it relates to their own teaching practices. Each group will be given guidelines on discussions, from Appendix F. Each group has to pick 2 features of your teaching that they found to be very helpful. Also ensure that each group should pick one member to present their findings to everyone at the optional orientation.
- **9:50am - 10:10am**: Starting from the first group, please invite the chosen one from that group to the front of the classroom. That person will present 2 features of your teaching that they believed to be helpful to their own teaching. The reasons for choosing so should also be presented. Every time a finding (from Appendix F) is discussed, please provide related examples from your own past teaching experiences to help new adjuncts give a broader perspective of teaching methodologies in general. Please repeat this for the rest of the groups. For this reason, we suggest that you use Appendix F as a guideline in preparation for these discussions.

The second demonstration and discussion by another experienced adjunct will follow using the same plan.

APPENDIX D

WORKSHEET FOR SECOND SESSION

Worksheet for second session

The purpose of the second session is to discuss common situational questions and challenges that arise while teaching and working at UCLA Extension. This exercise is an opportunity to learn about best practices and policies at UCLA Extension. Please take no more than 45 minutes to complete this worksheet.

There are five display tables set up around you. Representatives from the departments of Canvas© Learning Support, the Disability Resource Center, Audio/Visual, Parking Services and the Student Services will be staffing each of the display tables. Working with your group, please utilize these representatives to help you complete the worksheet.

1. You are having issues developing your course materials on Canvas©. Who would you contact? Could they also assist you with managing other online learning platforms?
2. A student informs you that they would need special accommodations in your classroom due to a disability. What is the procedure to accommodate this student? Which department and personnel are you going to contact regarding this accommodation?
3. Who would you contact to order any audio/visual equipment for your class? How early before the start of a quarter are you required to order? How do you ensure it is delivered on time to your classroom?
4. How do you order a parking permit for a quarter? Is there a location you have to go to? If so, where on campus is it located? Can a parking permit be ordered online instead?
5. A student asks for an 'incomplete' grade due to a medical emergency. What steps would you take to address this request?
6. You suspect that a student has submitted plagiarized work. How will you address this issue? Which department and personnel are you going to contact?

Thank you for completing the worksheet, the director will now briefly go over the answers to ensure you have the correct information.

For the director: Please allocate no more than 10 minutes to briefly discuss the answers to the worksheet.

APPENDIX E

LESSON PLAN FOR THIRD SESSION

Lesson plan for third session

The hour-long session will be covering the following topics and will provide adjuncts an opportunity to ask questions. The following topics will be covered:

- **11:30am - 11:45am**: The director will demonstrate how to use projectors in a classroom for PowerPoint® presentations. Also, the director will provide a brief overview through demonstrations on how to use the various audio and visual equipment in a classroom, such as audio controls, microphones. Lastly, the director will provide an overview of commonly encountered technical issues with these digital devices and how to effectively troubleshoot these issues.
- **11:45am - 12:15pm**: The director will ensure that adjuncts watch back-to-back videos on digital instructional content. The first is a short video on how to produce video content using Panopto©, and the second video provides an overview of how to share this content using Box®.

  Each group will then create a short (3-5 minutes) video and share it with the rest of the groups. The director and the staff will provide assistance with technical questions, as needed.
- **12:15pm-12:30pm**: The director will engage all the participants in a Q&A session where any participant is encouraged to ask questions to the director.

APPENDIX F

GUIDELINES FOR NEW ADJUNCTS (FIRST SESSION)

Guidelines for new adjuncts (first session)

Now that you have observed a teaching demonstration by an experienced adjunct, please take the next 10 minutes to analyze. Please discuss within your group, reflect on the following aspects of the demonstration. Think about how it promoted learning and how might you incorporate it into your teaching:

- the presentation would be understandable to students
- the organization of the material
- the depth of explanation is appropriate for the course level of the intended audience, was the course (and the explanation) intended for college freshman, sophomores, juniors or seniors
- introduced topics in a way that connects to the audience (emphasizing the relevance of the topic, asking questions to the audience, engaging the audience)
- confident demonstration of his/her knowledge about the topic and the ability to teach
- was enthusiastic
- spoke at a comfortable pace
- the presentation slides were easy to read

- identify specific teaching strategies used and explains why he/she might have incorporated them into the lesson.

APPENDIX G

GUIDELINES FOR FIRST ROUNDTABLE

Guidelines for first roundtable

We are in the middle of the quarter, so the purpose of this first roundtable session is to promote constructive discussions among new adjuncts. This gives new adjuncts an opportunity to reflect on their teaching since the beginning of the quarter.

Please instruct new adjuncts to discuss within their groups the most challenging situations they encountered this quarter. They also need to have a conversation on how that situation was addressed. Each group also needs to pick the most challenging situation and how it was addressed; they also choose someone from their group to present their findings to everyone at the first roundtable session. These discussions should take no more than 20-25 minutes. Below are few guidelines for the discussions:

- teaching a large class of more than 100 students, how to hold students' interest
- my public speaking skills while teaching a large class
- the organization of my teaching material
- the depth of explanation is appropriate for my students
- engaging students during the class, they don't ask questions
- disruptive student who doesn't participate in the class
- disruptive student who challenges your authority and/or knowledge
- plagiarized work by a student
- teaching demonstrations/technology not working
- laboratory accidents, non-compliance of safety (only for science courses)

Over the next half-hour, in random order, invite the chosen ones from each group to present their findings to everyone. During each presentation, please provide related examples from your own past teaching experiences to help new adjuncts give a broader perspective of their findings.

APPENDIX H

GUIDELINES FOR SECOND ROUNDTABLE

Guidelines for second roundtable

We are at the end of the quarter, so the purpose of this second roundtable session is of new adjuncts to reflect on their teaching this quarter and to discuss changes to their strategies for the upcoming quarter.

Please instruct new adjuncts to reflect on their teaching this quarter. As a group, they need to discuss which aspects of their teaching would they like to improve next quarter and how they would do so along with what worked well for them. Within each group, they also need to pick two instances they would work to improve next quarter and how they would plan on doing so. Each group also chooses someone from their group to present their findings to everyone at the second roundtable session. These discussions should take no more than 20-25 minutes. Below are few guidelines for the discussions:

- teaching/public speaking skills
- promoting active learning, group discussions
- implementing new educational technology
- the organization of my teaching material
- the depth of my explanation
- handling disruptive students
- handling plagiarized work
- implementing new technology for laboratories (only for science courses)

Over the next half-hour, in random order, invite the chosen ones from each group to present their findings to everyone. During each presentation, please provide related examples from your own past teaching experiences to help new adjuncts give a broader perspective of their findings.

APPENDIX I

INTERVIEWS

Interview Consent Form

My name is Sid Sreekaram and I am a doctoral student under the direction of Professor Josephine Marsh in the Mary Lou Fulton's Teachers College at Arizona State University. I am conducting a research study to explore and measure the perceptions of new adjuncts at University of California, Los Angeles Extension (UCLA Extension).

Since you have participated in at least one of the three aspects of the optional professional development: optional orientation, the first and second roundtables, we are asking for your help. This will involve your participation in an interview concerning your knowledge, experiences, attitudes and beliefs about teaching as an adjunct faculty member at our campus. We anticipate this interview to take 30 minutes total. I would like to audio record this interview. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded; you also can change your mind after the interview starts, just let me know.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate. There are no foreseeable risks or discomforts to your participation. Your responses will be confidential. Results from this study may be used in reports, presentations, or publications but your name will not be used.

If you have any questions concerning the research study, please contact the research team at: josephine.marsh@asu.edu for Principal Investigator, Dr. Josephine Marsh; and ssreekar@asu.edu for Co-Investigator Siddhartha Sreekaram. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please proceed if you wish to be a part of this survey.

Please let me know if you wish to be part of the study and will let me audio record your responses by verbally indicating your consent.

Thank you for your time and effort,
Sid Sreekaram

Interview Questions

Q1: Which aspects of the optional professional development did you perceive to be the most helpful and the least helpful to you professionally? Please explain.

Q2: The optional professional development addressed various pedagogical aspects of teaching a course, such as presentation skills and facilitating group discussions. How you perceive this to be helpful to you? Please explain.

Q3: The optional professional development also addressed integration of technology in classrooms and into course materials. How did you feel that this was helpful to you? Please explain.

Q4: How did you perceive the optional professional development to be helpful in enhancing your teaching and in becoming a better teacher? Please explain.

Q5: Based on your interaction with other adjuncts during the optional professional development, how do you feel that you have developed professional relationships with other adjuncts? Please explain.

Q6: After participating in the optional professional development, how do you perceive to be receiving support from staff to help you grow in your role? Please explain.

Q7: How did participating in the optional professional development help you develop a strong sense of belonging to your job, and the institution in general? Please explain.

Q8: Is there anything else you would like to tell us?